

Childhood Education

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May 1955**

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To Stimulate Thinking
Rather Than
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1954-55: What Are Chil-
dren Learning?

Childhood Education

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Photo by Eva Luoma

**We all want so much for children, far more
than any one person or group can do alone.**

You Can't Do It Alone

HOW CAN WE HELP EACH OTHER? WE ALL WANT SO MUCH FOR CHILDREN far, far more than any one person or group can do alone!

Teachers know that each child brings his family to school with him, spiritually and emotionally, though they may never enter the school. Parents are certain that the school comes home in floppy but loved pictures—but even more in a changing child who reflects the thinking, the values of other families brought to school by other children.

Those who know children through church school work, through recreation, and other leisure time activities recognize, make good use of, and add to the influences of school and home.

Each group, speaking of what it hopes to achieve for children, talks not in terms of "inches, pages"—but of total growth, of increased self-esteem, of heightened satisfaction in living, of greater value to others. A recent study of what parents want for their children brought information surprising to many teachers. The replies to the question, "What do you want for your child?" indicated that parents and teachers want the same things for children: not exclusively skills in the tool subjects (although these are important), but they want human values—ability to work with people, a sense of personal worth, ability to enjoy living, a sense of satisfaction in work well done, and an eager, inquiring mind.

Teachers and parents who once stood in awe of each other now work together in planning to meet children's needs. Some communities are replacing outdated punitive ordinances with positive planning for wholesome recreation and counseling. Church school statistics reveal that young parents are finding working opportunities within the church program in greater numbers than for many years; they are earnestly seeking guidance in becoming better parents.

The acceptance of responsibility by people who care for children has increased steadily. Open lines of communication among those who share this responsibility are essential if our efforts are to bear fruit for children. The number of children, the number of groups of adults working in their interest, and the basic unanimity of our goals *of necessity* make us partners.

NO ONE OF US, WORKING ALONE, CAN BRING WITHIN THE REACH OF all children that which the best parent wishes for his own. We must think and work together.—FRANCES HAMILTON, *Executive Secretary, Association for Childhood Education International.*

When Critics Ask Questions

Bringing out into the open the questions from any community member will give us many opportunities for sharing what we know about children. This article should help more people meet criticism with constructive concern for the good of the schools and for those who are responsible for childhood education.

IF CRITICISM IS TO BE CONSTRUCTIVE and conducive to school improvement it should be based on sound thinking. Mere dissatisfaction with the fact that schools are not doing what they used to do in some individual's childhood, sometimes gets an undeserved airing in the public press. Criticism needs to be met in ways which help today's parents and other interested citizens to understand why and how school practices change, and to know what constitutes a valid basis for judging the effectiveness of their schools.

The American public is beginning to realize that the epidemic of negative criticism from which public education all over the land has been suffering has become a damaging, spreading blight which civic-minded citizens can resist and control. The blight can be countered by measures which bring school people and other citizens together in fuller mutual understanding—measures which rebuild the mutual confidence which has been shaken or destroyed by invidious propaganda, suspicion, and mistrust.

There is urgent need for measures which will not only revive and restore the morale of school people, but also challenge the aspirations of more fine young people to become teachers. For all these reasons it is high time for a re-

versal of the trend of publicity about schools.

Criticism Need Not Be Negative

There are so many fine things that could be used as constructive challenges to those schools in which children are missing values that they should experience. The initiative of lagging leadership and complacently backward communities could be stirred by stories of what has been done to raise the level of public education where there was vision and the will to realize it.

Somehow, evidences of such worthy advances do not seem to be so newsworthy as journalistic scaremongering! Scaremongering about imaginary subversives who are purported to be taking over the control of children's minds. Scaremongering about "bureaucrats" who are not bureaucrats, but elected school officers and certified professional educators who are honestly working together to make schools better and better—people whose experience, special training, and judgment qualify them for leadership in their fields as truly as such qualifications count in other special fields. Like doctors, they need to go on learning as long as they practice, and those who keep in touch with new developments, testing out ways of improving their practice, rise to positions of

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larger responsibility and wider influence without becoming bureaucrats. In passing, it is pertinent to note that name-calling does no critic credit, and is seldom done with constructive intent.

Should School Practices Change?

Why shouldn't school practices be expected to change as new findings in psychology, new resources for learning, new insights into human development are put to use? By what logic should everything else advance with advancing knowledge, but education stand still or regress? It would seem to be more reasonable to be concerned lest education lag, except where the profit motive provides incentive.

It is interesting to note how naturally adults tend to exalt their early education, particularly when they have had little occasion to keep in contact with the work of schools in the intervening years.

Their criticisms are often voiced as questions which put everything unfamiliar on the defensive. Unfortunately such questioning is too often resented and discouraged. In such cases it may go underground. It may foment dissatisfaction among those who resent the reaction to the questioner, and share his skepticism about unfamiliar school practices. Sometimes the situation is further complicated by propaganda or by divisive tensions that stir up dissension and block communication.

Questions and Answers

This article is based on the writer's experiences in several Ohio schools in which insidious printed propaganda had made many parents antagonistic. The writer volunteered to address a regular parents' meeting in each of these schools, and encouraged parents to feel free to raise questions.

The talks centered on modern practices in an undefensive, unaggressive manner. The

speaker made favorable mention of the attractiveness of the school plants, some of which were quite new, while others had been modernized and reconditioned. The atmosphere at the close of each of the talks was relaxed, and questions began to come forth after the speaker alluded to some of the queries which had arisen in contacts with parents in other states.

The following questions were among those which arose. The way in which they were answered is indicated in the accompanying replies, but these are not verbatim reports.

An exceedingly unexpected start was provided by a somewhat irate father who said:

Q. Well, you've presented your ideas, and you are entitled to your ideas, but why should our school follow your ideas?

A. Friends, I must have given you the impression that I was the originator of the ideas I presented. May I humbly insist that I lay no claim to such distinction. *Many* people, all over the country, have had a part in the development of new insights into learning, and new ways of teaching children. They are *new* in the sense that they have been developed since most of today's parents were pupils in elementary schools. They are really not so new. May I ask where the teacher whose room we are using for this meeting received her professional training? (The principal answered—"In Oklahoma.")

In Oklahoma! Isn't that interesting? Some of the things on the blackboards and bulletin boards of this room are examples of what I was talking about and I had nothing to do with that teacher's training. I have never met her. It may be the way it is with new ideas in medicine. A doctor in Canada had an idea that had to do with insulin. He tested his idea very cautiously before he made any claims for it. When he found that insulin was effective in the treatment of diabetes he felt morally responsible for reporting his findings to other doctors—doctors from Canada and from various states across the border. Cautiously some of those doctors proceeded to check on the findings. Soon the use of insulin was accepted as good practice by doctors everywhere. The story was repeated with the antibiotics and with many other discoveries. Those new ideas and the new ideas in education about which I was speaking are tested ideas which are accepted and used because their value is recognized far and wide. Why shouldn't your children benefit from them?

Q. *Who had the bright idea that children should not learn to write in the first grade?*

A. Well, it was not an American nor a Canadian. (laughter.) The idea was first proposed and tested in England. About 35 years ago an English primary teacher who came to America to study discussed the idea with some American educators who were concerned about the muscular strains and tensions which complicated the teaching of penmanship in the first grade. The English idea was referred to as *manuscript* writing. It separated the letters and simplified the letter forms, and this enabled young children to write *more* and more *legibly*, without cramped muscles, and with far less tension. It was tried in a few schools in the eastern part of the country where demonstrations soon led troubled teachers to adopt the idea as an *approach* to writing. In most English schools manuscript writing is used in all grades, but in American schools a transition to so-called cursive writing is made after the children have learned the simplified letter forms, by which time their minds and muscles are also sufficiently mature to enable them to do cursive writing without inordinate strain.

Americans had previously tried other ideas for the relief from finger cramp and tension. Those ideas were perhaps tried on you. They are still used in the grades where cursive writing is introduced—the free arm movement idea with its ovals and spirals; (nods of assent and smiles); the vertical writing system; the use of extremely soft lead in thick pencils, with widely spaced lines to allow for free, large letter forms; the copy book idea, which is now passing because it was found that copied writing deteriorates as children go down the page and get farther from the copy. Some schools are trying typewriters for beginners—typewriters with primer-size type. They are finding that there is a beneficial effect on spelling and on reading. Your *grand-children* may have the benefit of ideas that are *now* being tested. Interesting, isn't it?

Q. *Why don't they teach by repetition the way we were taught?*

A. That is a very interesting question. The kind of repetition which has been tested and found wanting is sometimes referred to as *mere* repetition, or as rote repetition or mechanical repetition. The kind that has been found more effective is *meaningful* repetition

in which part of a sentence is repeated, but in a new context. Right here on the bulletin board is a good example of that.

Our Walk

We went for a walk.
We went to see the signs of fall.
We found pretty leaves.
We pressed our leaves.
We found seeds.
We found nuts.
We had a good time on our walk.

Seven sentences. They all begin with capitals and end with periods. That is repetition to which the teacher will call attention.

That is a true story and it is about something that really happened in the school life of these children, but did you notice that it is also full of meaningful repetition? The word *we* comes seven times. "We went" comes twice. "We found" comes three times. "Our walk" comes once in capitals in the title; then comes a line which ends with "a walk" and the last line repeats "our walk." *Our* comes twice with *walk* and once with *leaves*. That is natural meaningful repetition. The story was very likely made up by the children, sentence by sentence. They watched as the teacher wrote. That is the way children talk about what they do. They don't need to be forced to pay attention because the story holds their attention, and the repetition helps them to read it without dinging the words in one by one. Every story like that is read more than once, and that provides the kind of repetition which reinforces learning. It enables children to do better on their second attempt, and to enjoy the increasing ease with which they can locate "the lines that tell what we found" or "the two lines about leaves" or "the place where it tells why we went."

The modern teacher asks children to locate ideas. That breaks up the tendency to rote memorization. The modern teacher sees to that, because reading is getting ideas from print, not rattling them off by rote after too much drill or repetition. That would make word callers of children.

Our faith in rote repetition did not stand the test of comparison with meaningful repetition. The idea was tested in other subjects, too. Children who were required to write their spelling words 10 or 20 times did no better than those who wrote them once thoughtfully and used them in varying contexts. In fact, they did less well in most cases.

Q. Don't you think the schools do too much?

A. I read some propaganda in which it was claimed that the schools *tried* to do too much (nod)—that they *attempted* so much that the essentials were neglected. (Nods.) There have been many tests which refute the claim that the essentials are being neglected. The cumulative findings of many tests indicate that today's schools do at least as well as schools were doing a generation or more back, in the essentials. A recent nation-wide survey headed up by the former United States Commissioner of Education provides the most thorough going findings on that score.

Q. Why don't schools leave the teaching of responsibility to parents?

A. That is something which schools and homes must *both* be concerned about; nor can it be delayed. Children are learning to be irresponsible where they are not being guided toward ever more responsible behavior. They must learn to outgrow the irresponsible behavior of infancy by taking care of their toys, by learning to live up to their promises, by getting to school on time without waiting to be nagged and prodded. The child who is guided in responsible living at home is ready for the guidance in group and individual responsibilities in the school, and in the years which come after. Responsibility must be *developed* through years of patient but consistent guidance on the way to maturity, and the school must do its part by providing the occasions in which children can assume responsibility, and the guidance which challenges them to live up to their responsibilities as a matter of course, without depending on coercion and evasion.

Q. What do children learn in the kindergarten?

A. They don't learn "lessons," but they *do* learn a great many important things which launch their school lives and give them a good start. The kindergarten "readies" children for good adjustment in school living, for attention to group guidance for self-reliance in the routines of social living. It broadens the child's outlook and enriches his experience with appropriate stories, songs, and group games. It encourages him to explore the possibilities of painting and other forms of creative activity. Those learnings are all developmental, and developmental learnings call for insightful

guidance rather than formal instruction on the kindergarten level. The kindergarten is an extension of the good home and for children who do not have the advantages which a good home offers the kindergarten supplies a need which is so basic that it is worthy of public support and concern. However, the child from a good home needs the social challenges of group living with other children in order to learn to get along with his age-mates without running to mother and without expecting to be the center of attention.

Q. Isn't it true that most of us grew up without all these newfangled ideas about education?

A. Yes. You may not remember the days of the slate and the smelly sponges and slate cloths. I do. The ideas about school sanitation were newfangled ideas then. The bubbling drinking fountain was a newfangled idea too. I survived the days of the pail and the dipper and the days of the common drinking cup, but I'm for more sanitary ideas. I'm glad the newfangled idea of bright well-lighted classrooms is catching on. That will save children's eyes and enhance their school lives. We modernize our homes with newfangled ideas. Why not our schools? Time marches on.

Opportunities for Questions

In conclusion it should be stated that the opportunity to voice more or less contentious questions and have them answered in an uncontentious spirit seemed to help to allay tensions and counteract the antagonistic attitudes.

The writer arrived at this conclusion on the basis of the friendly, congenial contacts with parents during the social hour which followed the question period, but also on the basis of follow-up reports and two invitations for return engagements with further opportunity for questions. The whole approach was subsequently reported in a talk to Ohio school people, and has since been tried out in two county meetings of parents, principals, and teachers in Florida. It would seem to be possible to cultivate good will and a fuller understanding of changing practices in our schools.

What Happens to the Fire Engine?

As you are challenged by this evaluation of the year, perhaps you will want to turn back to the other eight issues: September, What Are Children Learning; October, When Planning Is Based on Values; November, Through Celebrations and Special Days; December, How Do Children Build Meanings; January, What Is Continuity of Learning; February, Through Discipline; March, To Live in Today's World; and April, Through Space and Place for Good Living.

SOONER THAN WE CAN REALIZE THE school year will be over—the last lunch pail will be picked up, the assorted desk treasures will be carried home by Fred and Alice, and even slow-poke David will have gotten himself organized to go home from room 16 for the last time, a half-eaten apple in one hand and his latest art masterpiece—a fire engine picture—clutched in the other.

Beside art objects and work samples what else goes home with Fred, Alice, and David? Plenty, if we have done our work well and according to this year's articles in CHILDHOOD EDUCATION. How are these children different this June from what they were last September?

For one thing, if they are healthy and well fed, they are physically bigger and able to do more kinds of things well. Supposedly, we have tried to design this year's curriculum with activities that take into account this physical growth and next year's and the next, too, will take this physical growth into account. We are inclined to talk as if this were true. Fortunately it often is.

Looking to Our Intentions

We expect that children are going home this spring with a little more *self-*

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reliance and ability to assume *responsibility* to do tasks that are within their grasp and experience. They are, if we have *intended* that they will do so. According to our writings of the year, self-reliance and growth in assuming responsibility develop best when pupils are given plenty of opportunity to use them in situations that have meaning to them. If our living with children has provided many opportunities for them to rely on their own decisions and to assume responsibilities according to their capabilities, there has probably been some important growth. However, if our children's main concerns have been to follow our directions and to do things in a uniform way then we can scarcely expect them to be more self-reliant and responsible.

How often this year have we said: "No Fred, do it this way." "Here, I'll show you." "Alice, let me do it for you." Of course, there are times when it is necessary for teachers to assume the responsibility and to take the initiative. But pupils must themselves often make their own decisions, remember for themselves, take care of their own things, look to themselves for help, find their own solutions, and call up their own resources. Many of us are too impatient and feel too pressed for time to allow

as much of this as we would like—a real problem which we need to face and solve. In many homes it is also true that parents make the decisions and assume the responsibilities. Is it possible that pupils must grow up and “be on their own” before they really get experience in this phase of their development? If so, is it any wonder that they have trouble when finally they are faced with making decisions and assuming grave responsibilities?

Perhaps our strides toward better education would be increased if we looked back more often during the year and now at its end to the intentions we had in September. If the fire engine looks like all of the others in the second grade, if its making involved friction instead of harmony, if the place where it was made is not one to which Dave will wish to return, if its drawing involved little that could contribute to the intentions we had for Dave in September, perhaps the time is wasted and not much goes home with Dave but the paper and paint. So it is with the other activities that have taken his time this year.

There are many other changes in behavior that go with Fred, Alice, and David as they go from school on their last day. Their reports probably say that they have “passed” their health and safety, that they are up-to-grade in reading and the other “tools”; that they are good “cooperating citizens” and can sing, draw, and play as well as can be expected. These skills and attitudes are carried home with the lunch pails and pictures of fire engines.

But have the school experiences been so satisfying that the children will want to continue with them or with other similar ones at home? Because of school experiences are pupils more aware of the world in which they live, more zealous to read? What attitude toward learn-

ing goes home this spring with our pupils?

We have emphasized that children learn through all experiences and in all situations but that the learning may not always be of a desirable kind and quality. Forgetting is also a continuous process. Forgetting may, during the summer months, go far to overpower the school learning. Are we making sufficient provision to insure integrated, meaningful school-home learning experiences so that this will not happen? The fire engine picture may be dropped in the mud or wind can tear it beyond recognition. Can similar things happen to the skills, attitudes, and knowledge during the vacation days which we have tried so hard to build during the school term?

It is disheartening to contemplate the amount of forgetting that will take place from now until September. Is it possible that we might avoid some of this and indeed strengthen the continuity of learning through more careful planning between home and school?

Connecting Home and School

As has been pointed out this year in various issues of *CHILDHOOD EDUCATION*, we still have much to do in building a more substantial bridge from home to school upon which ideas can travel both ways. In too many instances parents have little understanding of what schools are attempting to do and too often we in schools lack some of the fundamental knowledge of home environments that is essential in dealing intelligently with children. In other words, there's a gap where there should be a bridge. It has been pointed out that some of the criticisms leveled at the schools exist because parents are uninformed about their schools.

Our home-school conferences have been a great help in bridging this gap.

So have parent-teacher meetings. But several blocks seem to stop this flow of idea traffic or at least slow up the travel. One, quite probably, is our language. To illustrate, a parent recently visited with a teacher about what appeared to be near-failure of her child in reading and some of the other fundamentals. The conference ended by the teacher saying, "Don't worry, Joe integrates and identifies himself beautifully with this group." Joe's mother repeated these words to her neighbors and the wonder grew about just what this thing was that Joe could do so well and still didn't seem to be getting on much with what the mother regarded as school.

Is it even possible that Joe's teacher was not exactly sure what she meant either? We become accustomed to words sometimes and use them so often that we believe we understand them when we don't. Be that as it may, Joe's teacher didn't communicate with his mother and unfortunately this happens more often than we care to admit.

Can we explain in simpler words and with meaningful examples why we teach arithmetic and reading differently now than we did 30 years ago, explain why young children do not usually take home bunches of homework to do, indicate to parents who are anxious to help children some ways in which they may contribute, explain our testing programs, make plain what we mean by social studies and why we include some science for even very young children, or explain what children are learning from activities that may seem like nothing more than play to most adults unfamiliar with schools? These are samples of the things that parents need to understand before they can be expected to react intelligently toward children's school experiences and before they can be of much help in planning experiences for and with children that

will provide some continuity. Parents who are unfamiliar with the intentions of the school can scarcely be expected to do anything to help us help children to realize them.

And it's not all language difficulties. How expert are we at making parents feel at home when they come to school? Unless they do feel welcome and a part of the school, we are not likely to learn anything important about them and the environment of their children nor are they likely to learn much about us and our problems and intentions. Hesitatingly it is suggested that perhaps principals' offices, where parents often meet school teachers, need at least one rocking chair!

Too often parents make but a single visit to a school during the entire six or seven years of their child's attendance because the results of that visit were not satisfying enough to warrant getting "all dressed up" to make another. Just finding the way to the principal's office through the maze of corridors in some of our large elementary schools is difficult for some parents. School is a foreign land to many adults to whom it should be familiar ground. This applies especially to the large percentage of parents who do not have the Parent-Teacher Association habit and too often it applies to the ones whose children are in greatest need of strong school-home contact.

Still other reasons exist for the lack of a well-trodden bridge between home and school. They are known to most of us, but have we given enough attention to them? As the school year closes we may do well to give greater thought to this problem. As has been pointed out in this year's writing, "A child cannot be kept from learning no matter where he spends his time." Our year's evaluation must include a scrutiny of the quality of this learning and a consideration

of how all of the factors effecting the quality learning may be more efficiently geared together.

Many people share the responsibility for what happens to the fire engine—the attitudes, knowledges, skills, and other attributes that are the results of school experiences. How well do all of these

people know and understand each other? How universal are their purposes? How can they unite more completely for the sake of Fred, Alice, and David? These and similar questions need more thoughtful and thorough consideration as we continue to grow in our ability to help pupils educate themselves.

Are You A Teacher?

ONE OF THE FOURS—ROUND, chubby-faced Robert—looked up at me in dead seriousness and asked, “Are You A Teacher?” We might call that the \$64 question and one to which we should give a searching answer.

Am I a teacher? Do I see each child as a growing, developing social being, growing at his own particular rate of speed, sometimes hitting plateaus where no apparent growth is taking place?

Do I try always to remember that a bad scene at home this morning may have contributed to Diane’s crying over her milk money?

Do I remind myself frequently that Sammy may fade into oblivion and become just another name on the roll to me, but to Sammy’s loving mother and father everything that happens in the school is important or inconsequential, good or bad, as it affects Sammy?

Do I manage so that David knows more arithmetic when he leaves my room than he knew when he came

into the group? So that Hiram’s interest in bugs is fanned and kindled—not squelched and discouraged?

Do I find time to laugh with my children over a story, a poem, or just something that happens?

Do I find time to share my favorite stories with the children? (You don’t have any favorite stories? Get some!)

Do I keep enough records of the children’s attitudes or progress in academic subjects to make a meaningful report at the end of the quarter?

Do I read some professional material regularly and attend inspirational and informative meetings?

If I do all these things with a cheerful heart, then I can answer Robert’s question and honestly say, “I am a teacher.”

—MARTHA RUMMELL
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Huntington, West Virginia

Channels of Communication

How shall we share what we know? There are many channels which are ably pointed out in this article. Dora Mary Macdonald is director of public relations, Board of Education, Duluth, Minnesota. In 1952 she won the award of the Education Writers Association "for interpreting education in a newspaper."

TWO CLICHES I LIKE: PUBLIC RELATIONS begin in the classroom; and good public relations are merely good human relations. The expressions are worn out, but the truths endure.

Although you may be a whiz in the classroom, with an understanding of Johnny that his parents have never attained, your efforts may be completely misunderstood by Johnny, Papa, and Mama. For instance, realizing that Johnny is capable of exceptional work, you give him additional reading; and Papa complains, "She (you're always *she*) has it in for Johnny and piles on the work." You offer to help slow Katie after school; and Mama says, "She doesn't like Katie, so she keeps her in after school." The purpose of the things you do in the classroom is not always understood by children.

Teachers are either fortunate or unfortunate to have so many channels of communications on tap every day; every pupil goes to his dinner table loaded with information about his school. These 30 little channels can do a fairer job of reporting at home if they know what they're talking about; and parents can interpret the schools better if they know not only *what* we do, but *how* we do it, and *why* we do it the way we do.

Until People Understand

People are generally suspicious of the unknown, whether it's a man from outer space or a new report card. When a school makes a change, the new idea is seldom accepted wholeheartedly until people understand it and know the reasons for the change. Friction can be avoided by educating the public as well as the pupils. Since parents are the ones who are vitally interested in report cards, we have committees of parents studying with teachers to develop a card acceptable to all. Discussions center around what's best for the child, what parents want to know, and what teachers think is important. A study is made of report cards in other school systems. Every member of parent organizations is kept informed of the study so that he knows what to expect of the new method of reporting.

One of the most effective channels of communication with parents is the parent-teacher conference. The teacher can not only give and get a picture of Mary's progress, but he can also discuss with the parent phases of education in general—articles in current magazines, television programs for children, what is considered good discipline in schools.

Many channels of communications are



"Learning to write is a serious job" so the readers of the Duluth News-Tribune learned.

Photos courtesy
Duluth News-Tribune

available for parents. The majority of taxpayers, however, are not parents; they are not reached through the children, conferences, PTA meetings, or open house. Other channels must be set up so that the general public can understand the return on their investment in schools, so that they can vote intelligently on school measures.

Press, Radio, and Television

Most commonly used channels are the press, radio, and television, which, as a rule, cooperate wholeheartedly as long as material furnished them is honest (not mere propaganda) and worth while. In working with these institutions, it must be remembered that they are business concerns as well as a public service, which can survive only if they can make money; and their financial success is

due to their appeal to readers, listeners, or viewers. We, school people, must feel a responsibility to provide these business institutions with material helpful to them as well as to us—newspaper stories that meet high journalistic standards—radio and television programs that are both entertaining and educational. It behooves us, then, to study the basic principles of work in these fields.

Newspaper editors welcome feature stories along with news. Every school week for the past eight years the *Duluth News-Tribune* has run a page feature in the Sunday issue. Each feature is written by a member of the school faculty. The *Tribune* and the *Duluth Herald* have devoted a section each August to the opening of school; a page is given for Education Week; a weekly page is given to high school contributors;

there has been a series of 25 articles on education written by teachers; another series of brief articles was prepared for a feature "Sharpen up your spelling." For Education Week, reporters interviewed citizens on the subject of the teacher who had had the greatest influence upon them. A local columnist appreciates brief notes on the incidents that make school a human sort of place, dealing in tears and smiles and laughter.

Radio and television stations contribute thousands of dollars worth of time to the schools. In Duluth, as in many cities, we have had weekly radio programs, and we are now producing weekly television programs. These are not shows, but are classroom situations with a teacher who explains to viewers background information for an understanding of the work.

Inside Information on Schools

Other channels of communication are open for the school story, such as a day set aside for business, professional, and labor people to visit the schools. Duluth teachers called this Education Day, and worked with the Chamber of Commerce and labor groups to set it up. In the beginning, the Chamber said we should be able to count on about 150 men and women willing to give up a day's work to visit schools; in the end, 500 accepted our invitation. Guests were assigned to definite schools, where they met for an orientation program, visited classes, had lunch, and gathered with teachers at a coffee hour for informal discussion. Many of the guests said they had not been in a classroom for 30 years or more. Men who had said they could stay for only the morning session became so fascinated they remained until school was out. They really learned about our school problems and procedures—and enjoyed the learning.

As Members of Organizations

Through participating in non-school organizations teachers can build up another channel of communication. Membership in civic and social groups, however, is not enough; working and playing with others is what counts. Such activities give a teacher frequent opportunities to interpret and give information about the schools. This is not to infer that teachers should eternally talk shop. Deliver us from the bore whose conversation centers on Johnnie's IQ, Janie's smart sayings, the brief lunch period, the principal's shortcomings, and teachers' salaries! Every teacher can converse intelligently on a whole flock of subjects, weighty or trivial; and when the subject of school is brought up, he's the one who can give authentic information. What a teacher says about school is considered authoritative; this gives him a grave responsibility to consider well the effect of what he says, without dealing in personal attitudes. Personal criticisms should go where they belong—to the people who can correct unfortunate situations.

Teachers can do something worth while for both the schools and civic clubs by offering their services on club programs. Adult groups enjoy debates, plays, or musical numbers by young people, and incidentally see one phase of school work. They also enjoy good talks by teachers on a variety of subjects ranging from hobbies and travel talks to specific school subjects. Some school systems distribute a speakers' directory to organizations, listing the names of teachers available for programs and the subjects they offer.

Participation in non-school organizations is of value to teachers themselves, helping them to enlarge their circle of friends, to develop new interests, and to lead a well-rounded life. It also raises the standing of the profession—provided



"A young scientist" has much to learn so the readers of the Duluth-News Tribune discovered.

the teacher has pride in his work. None of this "I'm just a teacher" business! Respect of outsiders for our profession is largely determined by our own attitude toward it.

Publications To Inform

Another channel of communication is publications for laymen—newspapers, pamphlets, magazines. Committees of Duluth teachers have published such brochures as "Our Business Is Education," "A 'Round-the-Year Design for Human Relations," "Art Exchanges," "Youth and the Community," "Living and Learning in the Duluth Elementary Public Schools," "A Parent's Handbook," and "Conferences." Such publications are distributed to parents, to

members of non-school organizations, and to libraries.

IT TAKES ORGANIZATION TO PLAN ways to teach the public; and such a program, no matter how well organized, will fall flat on its face without teachers who are doing a good job. Teachers themselves determine the public relations of a school by their work and by their attitude toward pupils, fellow-teachers, administrators, and the public. If these qualities are prevalent among teachers, the schools are good and the public should be informed through every channel of communication available.

People want to know about the schools; they have the right to know; and teachers are the ones who can tell them.

A Bibliography to Develop Understanding

"What can I use in working with parents?" "I'm presenting a talk to a community group. What visual aids can I use?" Questions such as these were considered important by the Editorial Board. Members of the Board have suggested films, filmstrips, books, bulletins, and magazine articles which they find helpful in working with parents or lay groups for developing understanding of how children learn.

Books

BEQUEST OF WINGS. By Annis Duff. New York: Viking, 18 E. 48th St., 1944. Pp. 204.

This is a story of family reading experiences.

CHILD PSYCHOLOGY. By Leigh Peck. Boston: Heath, 285 Columbus Ave., 1953. Pp. 536. Helps parents to understand children in ways that they have not thought of.

DEAR PARENTS. By Elizabeth C. O'Daly. New York: Oceana Publications, 43 W. 16th St., 1953. Pp. 121. Complementary role of parents and teachers is well done.

EFFECTIVE HOME-SCHOOL RELATIONS. By James L. Hymes, Jr., New York: Prentice-Hall, 70 Fifth Ave., 1953. Pp. 257. The relationships between teachers and parents are discussed.

THE FIVES AND SIXES GO TO SCHOOL. By Emma D. Sheehy. New York: Holt, 383 Madison Ave., 1954. Pp. 372. Good for discussion after parents and teachers have read it. Gives understanding of modern school practices.

GROWTH AND DEVELOPMENT OF THE PREADOLESCENT. By Arthur Witt Blair and William H. Burton. New York: Appleton-Century-Crofts, 35 W. 32nd St., 1951. Pp. 218. A good book to read and discuss with parents.

HOW TO HELP YOUR CHILD IN SCHOOL. By Mary and Lawrence K. Frank. New York: New American Library, 501 Madison Ave. (A reprint of the 1950 Viking Press Edition). Pp. 266. 35¢. Paper bound. Gives understanding of modern school practices.

HOW TO JUDGE A SCHOOL. Handbook for Puzzled Parents and Tired Taxpayers. By William F. Russell. New York: Harper, 49 E. 33rd St., 1954. Pp. 143. Use with parent

groups who are concerned about modern methods of teaching.

PARENTS AND CHILDREN GO TO SCHOOL. By Dorothy Baruch. New York: Scott Foresman, 114 E. 23rd St., 1939. Pp. 504. Helps to coordinate home and school treatment of children.

SCHOOL AND CHILD. A Case History. By Cecil V. Millard. East Lansing: Michigan State Press, 1954. Pp. 221. This is a three-dimensional study of a child in school. It gives special focus on better understanding of pre-adolescents. It is especially good for child development study.

TEACHING YOUNG CHILDREN—In Nursery School, Kindergarten, and the Primary Grades. By Roma Gans, Celia Burns Stendler, and Millie Almy. New York: World Book, Yonkers-on-Hudson, 1952. Pp. 454. A good book to read and discuss with parents.

THESE ARE YOUR CHILDREN. (Expanded edition). By Gladys Gardner Jenkins, Helen Shacter, and William W. Bauer. Chicago: Scott, Foresman, 433 E. Erie St., 1953. Pp. 320. Helps parents understand children in new ways.

UNDERSTANDING CHILDREN'S PLAY. By Ruth E. Hartley, Lawrence K. Frank, and Robert M. Goldenson. New York: Columbia Univ. Press, 2960 Broadway, 1952. Pp. 372.

UNDERSTANDING YOUR CHILD. By James L. Hymes, Jr. New York: Prentice-Hall, 70 Fifth Ave., 1952. Pp. 188. Presents a good understanding of stages of growth; the physical and emotional factors that influence learning. Delightfully written, simple, easy style, and full of information.

YOUR CHILD AND HIS ART. By Viktor Lowenfeld. New York: Macmillan, 60 Fifth Ave., 1954. Pp. 186. This book is good to help understand children's art.

YOUR CHILD LEARNS TO READ. By A. Sterl Artley. Chicago: Scott, Foresman, 433 E. Erie St., 1953. Pp. 255. This is a guide for parents whose children use the New Basic Readers, but does tell clearly what happens in teaching a child to read.

YOUR CHILD'S READING TODAY. By Jo-sette Frank. New York: Doubleday, 575 Madison Ave., 1954. Pp. 327. A wholesome, intelligent, and sensitive discussion of one of today's major concerns.

Bulletins

Since bulletins do appear frequently from many sources, one member of the Editorial Board suggested that these groups be watched for valuable forthcoming material:

Association for Childhood Education International, 1200 - 15th St., N.W., Washington 5, D. C.

Child Study Association, 132 E. 74th St., New York 21, N. Y.

Public Affairs Pamphlets, 22 E. 38th St., New York 21, N. Y.

BEING A GOOD PARENT. By James L. Hymes, Jr. New York: Bureau of Publications, Teachers College, Columbia Univ., 1949. Pp. 52. A "homey" down-to-earth approach to a parent's job, its joys and trials.

THE CONTROVERSIAL PROBLEM OF DISCIPLINE. By Katherine M. Wolf. New York: Child Study Association, 1953. Pp. 35. Helps parents and teachers to clarify thoughts. There is some disagreement with solutions offered.

DEVELOPMENTAL TASKS AND EDUCATION. Second edition. By Robert J. Havighurst. New York: Longmans, Green, 55 Fifth Ave., 1952. Pp. 100. This succinct and practical bulletin carries the developmental tasks from infancy to adulthood.

FAMILY READING AND STORYTELLING. By Margaret E. Martignoni. New York: Grolier Society, 2 W. 45 St., 1954. Pp. 21. A charming plea for family times together.

FEARS OF CHILDREN. By Helen Ross. Chicago: Science Research Associates, 57 W. Grand Ave., 1951. Pp. 48. Helps teachers and parents understand behavior of children.

THE GIFTED CHILD IN THE REGULAR CLASSROOM. By Marian Scheifele. New York: Bureau of Publications, Teachers College, Columbia Univ., 1953. Pp. 84. In this bulletin a plea is made for teachers and

parents to develop awareness to giftedness, especially creativeness because it is discernible early. Attention is given to helping the "gifted" learn social values. But it presents good education for all children.

HAPPY JOURNEY—Preparing Your Child for School. Published by: Dept. of Elementary School Principals, National School Public Relations Association, and National Congress of Parents and Teachers. Washington, D. C.: NEA, 1201 - 16th St., N.W., 1953. Pp. 32. Gives parents help in understanding what and how a child learns in his first year at school.

JANIE LEARNS TO READ. Washington, D. C.: Dept. of Elementary School Principals and National School Public Relations Association, NEA, 1201 - 16th St., N.W., 1954. Pp. 40. Answers such questions for parents as, "When will my child be ready to read?" "How can I help him get ready?"

101 QUESTIONS ABOUT PUBLIC EDUCATION. John W. Studebaker. Chicago: National Congress of Parents and Teachers, 700 N. Rush St., 1954. Pp. 95. Excellent answers to the questions about education and the schools most important to parents.

THE RABBIT BROTHERS. By Robert Kraus. New York: Anti-Defamation League, B'nai B'rith, 212 Fifth Ave., 1955. Pp. 34. On prejudice. All rabbits are different but it doesn't make them evil.

READING IS FUN. By Roma Gans. New York: Bureau of Publications, Teachers College, Columbia Univ., 1949. Pp. 51. This bulletin helps parents understand how they can help children enjoy reading.

SELF-UNDERSTANDING. A First Step to Understanding Children. By William C. Menninger. Chicago: Science Research Associates, 228 S. Wabash, 1951. Pp. 48.

TEACHER LISTEN — THE CHILDREN SPEAK. By James L. Hymes, Jr. New York: New York Committee on Mental Hygiene, 105 E. 22nd St., 1950. Pp. 44. Parents have enjoyed using this.

UNDERSTANDING CHILDREN'S BEHAVIOR. By Fritz Redl. New York: Bureau of Publications, Teachers College, Columbia Univ., 1949. Pp. 41. Helps parents understand children's problems.

WHAT RESEARCH SAYS SERIES. Dept. of Classroom Teachers and American Educational Research Association, NEA. Wash-

ington, D. C.: 1201 - 16th St., N.W., 1953, 1954. Pp. 32 each.

"Teaching Reading." Arthur I. Gates

"Teaching Arithmetic." R. L. Morton

"Teaching Spelling." Ernest Horn

"Teaching Handwriting." Frank Freeman

"Personality Adjustment of Individual Children." Ralph H. Ojemann

Films

SKIPPY AND THE 3 R'S. *Produced by National Education Association and affiliated state associations. 1201 - 16th St., N.W., Washington, D. C. 1953. B & w, \$75; color, \$170. 29 minutes.* Shows how the 3 R's are taught today; how teachers develop an interest in learning because there is a need for the learning; the value of a good primary program.

FEARS OF CHILDREN. *Produced by Mental Health Film Board; distributed by International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago. 1951. Milton Senn and Nina Ridenour, consultants. B & w, \$115. 30 min.* What the behavior of a five-year-old boy tells his parents. The role of parents in shaping his behavior. Parents are roused to discussion by this film.

THE HIGH WALL. *Distributed by McGraw Hill Book Co., Text-Film Dept. 330 W. 42nd St., New York. 1952. B & w, \$90. 32 min.* An insecure boy expresses his hostility toward other cultural groups.

CHILDREN'S EMOTIONS. *Distributed by McGraw-Hill. 1950. B & w, \$100. 22 min.* Shows the major emotions of childhood—fear, joy, anger, jealousy, and curiosity. Careful teaching may prevent most fears.

SHYNESS. *Produced by National Film Board of Canada; distributed by McGraw-Hill. 1953. B & w, \$95. 23 min.* Abnormal shyness in children, its causes and how, through a greater understanding by parents and teachers, this problem may be dealt with. Needs trained discussion leader, mental health approach.

AGES AND STAGES SERIES. *Produced by Crawley Films Inc. Ottawa. Purchase in USA through McGraw-Hill Book Co., Text-Film Dept., 330 W. 42nd St., NYC. Rent \$6 from National Film Board of Canada, 400 W. Madison St., Chicago. "The Terrible Twos and Trusting Threes." 1950. B & w, \$90; color \$160. 22 min. "The*

Frustrating Fours and Fascinating Fives."

1952. B & w, \$95; color, \$175. 22 min.

"From Sociable Six to Noisy Nine." 1954.

B & w, \$110; color, \$190. 22 min. These

films give parents comfort that their children are not "different." Aid them in coming to grips with fact that children are unique but follow common developmental tasks. They will need careful evaluation as some do not meet all the standards for modern education.

THE ELEMENTARY SCHOOL. (3 parts).

Produced by Virginia Department of Education. 1952. Set: B & w, \$180, rent \$12; color, \$386, rent \$24. Shows good school environment influences learning; experiences through which children acquire skills; opportunities for children to get an understanding of their country and the world.

PRINCIPLES OF DEVELOPMENT. *Produced by Crawley Films, Ottawa. Distributed by McGraw-Hill. 1950. B & w, \$85. 17 min.* Very practical for all parents. Common everyday circumstances.

LIFE WITH BABY. *Distributed by McGraw-Hill. 1946. B & w, \$80. 18 min.* The knowledge gained of the mental and physical growth of children ages 1-6 by observations under the direction of Dr. Arnold Gesell at Yale University Clinic.

THE IMPRESSIONABLE YEARS. *Produced for U. S. Dept. of State by Peter Elgar. For purchase write to Government Films Dept., United World Films, Inc., 1445 Park Ave., N. Y. 1952. B & w, \$48.77. 30 min.* Beautiful film showing the many activities a public library offers to children and parents.

PALMOUR STREET. *Produced by Southern Educational Film Production Service. Distributed by Health Publications Institute, 216 N. Dawson, Raleigh, N. C. 1950. B & w, \$60; rent \$3. 27 min.* Problems of a Negro family and the influence on children.

Filmstrips

CHILDREN IN THE PRIMARY SCHOOL. *Produced by The Association for Childhood Education International, 1200 - 15th St., N. W., Washington, 1952. B & w, \$4. 51 fr.* Describes and illustrates good school experience for children 6, 7, 8 years old.

A GOOD DAY IN THE KINDERGARTEN. *Produced by Helen Heffernan, Calif. State Dept. of Education, Sacramento. 1954. 60 colored pictures. \$15. 26 min.*

(Continued on page 451)

Films are 16mm sound.

Let's Talk It Over

This exciting article shows how one ACE group made careful preparations and carried through a project of finding out what the community thought about the schools and education in their community.

"IT IS IDLE TO COMPLAIN OF UNDISCIPLINED children, their lack of cultural and moral values or the shocking increase in juvenile delinquency so long as we continue to pay scant attention to the dynamics of those communities which are the life of children." (James Marshall, lawyer, former president of New York City Board of Education.)

With these words, the speaker concluded. The several hundred participants in the School-Community Relations Conference sponsored by the St. Louis ACE divided into ten small discussion groups to consider his message, air their problems, exchange ideas, and receive information on the results of a survey of community leaders. After dinner together, the whole conference reassembled to hear a summary by a panel composed of the recorders of all discussion groups and joined by the speaker and the school superintendent.

"Well," you are probably saying at this point, "what's so wonderful about this? Why write an article about it? I've attended meetings like that!"

As a matter of fact, there were several unusual features about this conference. It was planned to give school and non-school people an opportunity to explore

the problems of school-community understandings and relationships. No topics for discussion were outlined, so that any school-community problem could be freely brought up and discussed in any of the ten groups.

The Pre-Conference Sampling

The most unique feature, however, was the pre-conference sampling of community opinion regarding the schools. First came careful selection of about 22 groups or organizations which represented various segments or "power groups" of the city population. Attention was given to the inclusion of business, labor, education, religion, the press, parents, and others. The following local groups were selected:

A.F.L. Central Trades and Labor Union
Associated Industries of Missouri
Associated Retailers of St. Louis
Bar Association of St. Louis
Chamber of Commerce of Metropolitan St. Louis
C.I.O. Industrial Union Council
Department of Health, Welfare and Recreation, City of St. Louis
League of Women Voters
Metropolitan Church Federation
Mound City P.T.A. Council
National Association for the Advancement of Colored People
National Citizens Commission for the Public Schools
Social Planning Council
St. Louis Council of P.T.A.
St. Louis Medical Society
St. Louis Newspaper Guild
St. Louis School Patrons Alliance
St. Louis Rabbinical Association
St. Louis Real Estate Board
Superintendent of Lutheran Schools
Superintendent of Catholic Elementary Schools
Urban League of St. Louis, Inc.

Alberta Meyer is a consultant, Division of Audio-Visual Education, Public Schools, St. Louis, Missouri. The St. Louis ACE acknowledges with gratitude the wise and practical guidance throughout this project of an educational consultant from the American Jewish Committee

The interviewers were carefully selected members of the ACE who had worked with the organization long enough and closely enough to be able to explain its purposes and program, who were able to establish a comfortable feeling with people outside the teaching profession, and who were willing to devote the time and effort required. The interviewers met together before the interviewing began to get specific information about the plans for the conference, to discuss the questions to be asked, to anticipate possible problems involved, to receive materials, and to choose the groups they were to interview.

The following questions were suggested for use by the interviewers, but they were free to rephrase them as they saw fit:

How do you feel about the things schools are doing?

Do you feel there are any marked changes in schools in the past few decades?

In what ways do you feel that schools could do a job that would be of more benefit to the community?

The questions were intended, however, to be non-directive and as neutral as possible, so that the interviewee would express his own feelings and opinions and not reflect the attitude or opinion of the interviewer. Interviewers worked in teams of two. An initial letter from the ACE president to each group explained the purpose of the conference and requested an interview, then the teams made their own contacts and appointments.

About one month later, the interviewers were asked to bring in brief written summaries of the interviews, and to report orally to the total group of interviewers the gist of the opinions expressed. This meeting in itself was outstanding and a high point in the professional experiences of the participants.

One interviewer reported: "I went out feeling uncertain, unsure of my ability to be non-directive, with some fear of rebuff or criticism. But the people I interviewed were so cordial I found I, as a teacher, could just listen and not feel defensive."

"It was a valuable experience," said another, "quite different from one's usual contacts with the public. You had a sort of official position from which to find out how people thought about the schools."

In general, extremely good personal relationships seemed to have been established between interviewers and interviewees. As a result, people seemed very free in expressing their opinions. Here is a summary as reported by the interviewers. The wording is unchanged, but the opinions have been arranged under headings for easier reading:

Summary of Opinions

1. Educating *all* the children—

In a democracy, should schools offer same education to all, or equal opportunity to all who can profit by it?

Need to challenge superior child, but within public school for all children.

There should be earlier use of aptitude tests.

Vocational training and guidance needed for more students.

Avoid stigmatizing students attending vocational high schools.

2. The curriculum—

Too much emphasis on materialism, failure to get satisfaction from job well done.

Religious instruction lacking.

Need more acquaintance with musical instruments—bands, orchestras.

Children do not learn their ABC's.

More emphasis on reading.

Teach foreign languages in elementary schools.

Gap between modern theory and practice in St. Louis Public Schools.

Children need more experience in group activities that develop leadership and responsibility.

Stress more pupil-initiated activities.

Teach values of American citizenship.

Total development of child should be stressed more.

Should be more practical approach to economic realities—present all viewpoints.

High school graduates can't spell and add.

Business will train workers on the job, but desires workers to be able to get along with one another.

Use of audio-visual aids, radio, and TV is highly commendable.

3. Overcrowding—

Not enough schools—not enough teachers.

Overcrowding makes for teacher apathy and inferior teaching.

Teaching load should be reduced; teachers should not have to be responsible for tax campaign.

Need for federal aid for school buildings, equipment, and teacher salaries.

4. Buildings and equipment—

Gap between school plant and equipment and newer instructional techniques.

School plant is outmoded.

Use of very old, unsafe, and unhealthy buildings.

Advancement in school plants and playfields is noticeable.

5. Teacher growth and development—

Teachers need to be aware of research in group dynamics.

Mental health of teachers should be given more attention.

Teachers don't have the freedom of thought they used to.

Teachers ought to stiffen up their backbones and tell people how things should be done and what should be taught since teachers know.

6. Parent-teacher relations—

Each school should survey parents in its community to help develop curriculum (not city-wide survey).

Schools should do something about breaking down apathy of parents toward school problems and children's needs.

All PTA's should be eliminated; then you wouldn't have people who don't know anything telling schools what to do.

PTA's are organized on low level—money-making instead of fostering better relations between parents and teachers.

Desire for opportunity to visit regular classes.

7. Health—

Mental health of children needs more attention.

There is lack of knowledge of school health program.

Board of Education doctors and nurses should give inoculations and vaccinations, instead of depending on small city staff.

8. After-school activities—

Too bad after-school program was discontinued.

Too much after-school activity leads to favoritism and vandalism.

There should be more extra-curricular activities under teacher supervision (perhaps under other trained leadership).

Wider use of school plant for adults is desirable.

There are many more distractions to school life ("Y", TV, clubs, lessons).

Need for new recreation program, planned jointly by Board of Education, Social Planning Council and City of St. Louis (including sharing facilities).

9. Board of Education—

Advocates Unit Plan.

Business men are disturbed by use of school funds (Kearny report).

School board members are not trained educators.

Schools should be run by educators—not the public.

Need stronger public relations program—spend money on it.

When new Children's Building is finished, could the Board of Education operate a program of education and recreation for these boys and girls?

One-half prisoners in City Work House are 16-25 years of age. Might not the schools have a responsibility to educate these prisoners?

Several significant generalizations can be made from the above responses:

(1) the interviewees showed a high degree of awareness and insight into school problems; (2) the replies were often contradictory; (3) the responses showed a wide spread of interest and a broad concept of the school's job—much more than the 3 R's.

A summary of this survey of community opinion was then mimeographed. One copy was sent to the speaker as background material for the preparation of his speech, another to the school super-

intendent, and others to the leaders and recorders of the ten discussion groups.

A Preliminary Training Session

At a training session held about a week before the conference itself, the leaders and recorders were advised on how the survey might be used in their groups. It was suggested that the material be used in such ways as this:

- by reading a provocative statement if the group seemed to need such a stimulus.
- by quoting from the survey if opinion seemed heavily weighted in one direction and no one aired an opposing viewpoint.
- by interlarding statements from the survey as the leader felt they were needed.

At this meeting, leadership was provided to help the leaders and recorders (1) to define their roles; (2) to recognize the limitations imposed by time and space; (3) to anticipate problems that might arise; (4) to discuss ways of meeting the anticipated situation. The leader and recorder for each group also had opportunity to get acquainted and to plan informally how they would work together. Each left the meeting feeling more sure of his ability to handle the responsibility he had accepted.

All of this preparation and preliminary contacting involved a great number of people. In all, approximately 75 were actively involved in the conference in some way, in addition to those who attended. This was a significant factor in the high degree of interest and fellowship that pervaded the conference.

A university instructor said, "To me it was a fine example of group participation."

"I could feel new growth along many lines

as a result of new contacts and experiences," wrote a third-grade teacher.

"Thank you for giving me a chance to take part in this interesting session," was a librarian's remark.

A parent commented, "I thought the discussion groups definitely proved the significance of smaller groups coming together to solve problems."

Perhaps a college professor best summed it up: "One of the greatest values of the whole affair was the opportunity to meet and get to know some of the fine people who were involved in the planning. There is a kind of serious determination and warm friendliness in your ACE group that makes one proud to be associated with the teaching profession."

Future Plans

Although the conference was successful in many ways and most people felt well repaid for their time and effort, there was one serious lack—the small representation from the community at large. Half of the leaders and half of the recorders were people from outside the schools. Since the recorders formed the panel, it too was equally representative of the community. This, however, was not true of the participants. When the attendance was analyzed, it was found that about ten percent of the people were from the community. This was small, considering the strenuous efforts that were made to reach and interest many groups. This aspect of the conference was perhaps to be expected in a first attempt in a large urban center, but was disappointing nevertheless. The St. Louis ACE, however, is not content to stop at this point. Plans are being made to follow up this conference with joint action with some groups in the community.

MEN OF WIDELY DIVERGENT VIEWS IN OUR COUNTRY LIVE IN PEACE TOGETHER because they share certain common aspirations which are more important than their differences . . . The common responsibility of all Americans is to become effective, helpful participants in a way of life that blends and harmonizes the fiercely competitive demands of the individual and society.

—Dwight D. Eisenhower.

What Is a Good Physical Education Program?

Physical education must be the concern of all working with children. For this particular section a look at what it means has been prepared by Elsa Schneider, specialist for Health and Physical Education, Office of Education, Department of Health, Education, and Welfare, Washington, D. C. The elements of a good program have been developed by Jeff Farris, head, Department of Health and Physical Education, Arkansas State Teachers College, Conway.

Then, because competitive athletics for pre-adolescents has seemingly been receiving emphasis in many communities, a special look at competitive athletics has been prepared by two fathers who have sons in pre-adolescence. These two points of views do not present pro and con points but rather will give readers some important points for consideration as they look at the program in their own community. A. C. Murphy is assistant director, Extension Teaching and Field Service Bureau, University of Texas, Austin. Lewis A. Hess is a professor, Department of Physical Education, Ohio State University, Columbus.

What Does Physical Education Mean?

By ELSA SCHNEIDER

WHAT DOES PHYSICAL EDUCATION MEAN to elementary school children? It depends on what kind of program the school plans for them! In good schools physical education means:

—*learning* to run, to climb, to jump, to travel on the horizontal ladder, to swing on the jungle gym, to skin-the-cat, to move the body through space in a variety of ways with increasing confidence, control, skill, and safety.

—*developing skill* in manipulating the materials of physical education—bean bags, balls, bats, paddles, jump ropes, hoops, horseshoes, shuffleboard cues.

—*playing games* consistent with maturity—first, individual and make-believe games, then those played in small groups, and the more complex games

requiring teamwork, strategy, and more complicated rules.

—*being members* of relay teams in which success is dependent upon individual skill and team cooperation.

—*experimenting* with movement and expressing moods, feelings, and ideas through creative rhythms (or dance); enjoying folk, square, and round dancing.

—*being challenged* by stunts and tumbling and other self-testing activities that are consistent with individual capacity and skill.

—*building* strength, power, endurance, coordination, flexibility, control, and good body mechanics through a variety of suitable activities.

—*growing* from "self-centeredness" of early childhood toward "coopera-

tiveness" which characterizes maturity.

Teachers and other adults who understand human growth know these things happen best when children are free from coercion, anxiety, and pressures; when all boys and girls have chances to learn through participating in a physical education program that is planned with respect for varying patterns of growth. Included in such a program are activities involving competition and cooperation.

Most educators responsible for elementary schools believe that boys and girls meet their needs for competition and cooperation in a good, all-round, well-directed school program as they and their peers work and play together. Following are some recommendations excerpted from the *Summary of The National Conference on Program Planning in Games and Sports for Boys and Girls of Elementary School Age*. (Dept. of Health, Physical Education and Recreation, NEA, Washington, D. C.: 1201 16th St., N.W.) These recommendations were developed to guide those respon-

sible for planning sports programs for children of elementary school age:

- Programs of games and sports should be based on the developmental level of children. Boxing, tackle football, ice hockey and other body contact sports should not be included in any competitive program for children twelve and under.

- These programs should provide a variety of activities for all children throughout the year.

- Competition is inherent in the growth and development of the child and depending upon a variety of factors will be harmful or beneficial to the individual.

- Adequate competitive programs organized on neighborhood and community levels will meet the needs of these children. State, regional and national tournaments, bowl, charity and exhibition games are not recommended for these age groups.

As the boys and girls play they build lasting values. Through experience they learn the two-fold bases for American family and community life: Cooperation and concern for others; competition and concern for oneself.

An Explanation of GOOD Physical Education

By JEFF FARRIS

THOSE OF US WHO ENGAGE IN THE exciting and challenging business of educating children realize there are many ways to do the job. The very best way to do it in every case is not yet known. Schools will approach the problem in the light of the needs of the children, limiting factors in the local situation, and the ability and vision of the teachers. Many different ways and means are brought to bear, and all probably have something to contribute to the education of the whole child.

Good physical education programs have about the same goals and objectives for the pupils that any good program

of education has. Physical education differs only in that experiences provided are somewhat different and the learning processes a little more dynamic. All educational effort hopes to improve the attitudes, ideals, interests, and behavior of people. In this respect good physical education has much to offer.

There are some guide lines that physical educators follow. They use the old truism, "We Learn by Doing," and they do not overlook the fact that when children learn, "they learn all over." This would indicate that physical education hopes to do more than give exercise to the child. It is concerned with the intel-

lectual growth, social growth, and recreational growth. Educators have long been in agreement that children do not learn as segmented beings. They learn as a whole being and whatever affects one part of the child affects all of him. We do not train the mind during one class period and the body during another. Modern educators recognize this fact and prepare the total program accordingly.

Reasonable Goals and Objectives

Good physical education programs invariably establish reasonable, attainable goals and objectives and, in planning these objectives, the child as an individual is always kept in central focus. The physical education teacher, by the very nature of the work, is in a fine position to discover the needs of the individual child. The teacher sees him where he can "be himself" with a minimum of limiting factors on what he does and how he does it.

The pupils and the teacher work together in planning work in physical education from day to day. The types of experiences provided through physical education lend themselves to this phase of pupil participation. While an effort is always made to adapt the program offerings to the needs of the individual child, there are certain types of needs that are fairly common to most boys and girls.

Children need to improve their human relations. They need to learn that getting along with people is a two-way street—a give and take proposition. They need to gain a respect for constituted authority and to participate in helping to determine the rules by which such authority governs. They need to practice good health habits and to learn why such health habits contribute to better growth and development, both physically and socially.

All boys and girls need experiences which help to develop and maintain emotional stability under pressures. Civilized beings are expected to do this. These are just a few of the types of needs good physical education can meet.

Physical education programs offer practical laboratory experiences in dynamic situations. What person has not felt the need for those skills and competencies which help to profitably use leisure time, or skills which help him to feel secure and confident in any situation and help him to fit comfortably into a group of his peers? From such bids for status stem many of the adjustment problems of children.

Physical education certainly can, and does, aid in developing such characteristics as honesty, courage, self-reliance, loyalty, sacrifice, persistence, courtesy, and many others so necessary to success in our modern, closely knit world. Actual situations in which it is demonstrated that such traits are useful and meaningful make up a major part of the experiences in physical education.

Achieving Goals and Objectives

It is quite easy to list goals and objectives, but it is another thing to be sure they are actually achieved. This is a question with which all educational disciplines must be concerned.

In physical education two different general types of learning take place. The pupil will learn simple physical skills, designed to teach better body balance and timing, how to run, climb, throw and catch balls, how to swim and dance.

Then, with good planning, the type of education will result in such things as understanding values of cooperative action, resulting from team membership in competitive sports, or the pupil's discovery that it is more profitable and satisfy-

ing to abide by the rules of the game or they learn that social skills and skill in sports and games open doors to them that would, otherwise, be closed. And of first significance, they learn they must first *give of themselves* if they are to gain a sense of belonging to their group. Actual experiences provided through physical education demonstrate such concepts to the pupil's satisfaction.

If these values do come to children as a result of their physical education, they must be planned for and the program must provide experiences which have these values as their outcomes.

Sufficient time in the school day must be provided if physical education is to achieve the goals desired. The amount of time needed will vary with the age and needs of the children. Other variable factors also bear on the time needed.

Adequate facilities and suitable instructional materials are necessary for best results. We cannot expect good physical education to take place with meager equipment and facilities.

The teacher is the most important single factor in a good physical education program. Physical education is a teaching-learning process. Just giving children a chance to play will fall far short of the goals set. The skillful teacher tries to discover each child's needs and capabilities.

If the teacher is to plan a physical education program to meet the needs of the child, it will be necessary to learn as much about him as possible. This would suggest a complete health appraisal to include his physical condition, his emotional status, and his health history. Only with such knowledge as a guide can the teacher provide the physical education offerings needed. Then, and only then, can that teacher provide the guidance and inspiration the child needs in his effort to develop those skills

and knowledges about health, recreational sports, the love of the out-of-doors, and the ethics of social behavior which are so necessary to youth in their never-ending effort to achieve status.

If a child lacks confidence in himself, is timid, over-shy, he may set up all sorts of defense mechanisms which, in turn, result in his having a thoroughly nasty personality. Let's, first, remember that such a personality was not inherited. For the most part, things have happened in this child's life that have caused such behavior. The physical education teacher makes certain that this, or any other, child will not face situations, as a part of his physical education experience, that might cause or add to such problems.

By skillfully planned day-to-day experiences that a "problem" child will have in physical education, the chances are good that such a child may succeed in gaining the confidence he so sorely needs. Again, this won't just happen. The teacher may see that the principal reason for this child's fears and lack of confidence is that he lacks skills. He can't dance. He can't swim. And he is afraid to try. He hasn't an inferiority complex—he is just plain inferior. Without some of these basic physical and social skills, the things that give him status with his group, his chance of being chosen to any positions of leadership in the class, on a team, or even in a social group, are poor. Indeed, he needs some skills, motor as well as social, if he is to be even a functioning member of any group. Acquiring skills, which he learns so readily in physical education, may give him his first feeling of success.

Children grow in more ways than physical. They also grow socially and mentally. Physical education has its contribution to make to each type of growth. Who can say what "education" a boy gets the first time he swims the pool or

hits a home run? And the girl at her first school dance—what happens to her and her personality development as a result of that glorious, or inglorious, experience? Yes, we do learn by doing. This type of learning does not have to be tragic. It can be fun. They can be experiences that make an everlasting impression on children and youth. Playing in the big football game can be a dramatic and thrilling thing. Learning to cast a fly and land a fine fish is another type of thrill. The simple folk dance,

quiet and artistic, has its place in the program. Each offers a different type of experience and each, also, may have an important role to play in supplying some of the types of learning children need.

The physical education teacher takes the child as he finds him and tries to provide situations, through physical education classes and extra-curricular activities, that will help him to overcome his weaknesses and develop his strengths. Thus, he may grow to be a healthy, happy, normal person.

How Can We Live with Competition?

By A. C. MURPHY

PARENTS ARE CONSTANTLY CONFRONTED with the question of competition and what it may mean to a child physically, socially, and emotionally. So much has been said and written that there has resulted much confusion. Athletic and other competition, on the one hand, has been extolled as one of the basic tenets of The American Way of Life; contrariwise, competition has been condemned as fostering all the mental and social ills to which the younger generation finds itself heir. If there is no middle ground upon which consensus can be secured, one or the other school of thought must be completely and unequivocally in error. This hardly seems possible. The question seems not to be whether we can live with competition; it seems to be rather how to live with it and to so regulate it that it can be made a valuable part of the developmental processes of children.

As parents we may be too prone to approach the problem of competition solely from the adult frame of reference forgetting that our values and expectancies may not always coincide with those of the child. Add to this the easily

observable fact that various socializing agencies such as the family, the church, the school, the community, and the culture in which we live have varying expectancies for the children with whom we are concerned; and it can be seen that factors other than our own values and expectancies must be taken into consideration when we begin to assess the problem of athletic competition.

Children tend to modify adult values, beliefs, and attitudes during the period of late childhood, a period which encompasses roughly the years eight through twelve. Value-systems, adopted earlier, result from primary identification with adults. The process of identifying with age-sex mates during the period of modification often results in the development of rules and codes which are unacceptable, or at best incomprehensible, to the average parent, conditioned as he is to the adult world and its demands. As valuable as it is for the child to develop self-identity and to learn accepted peer codes, the responsibility of adults in this phase of his development cannot be ignored. Without adult concern, each generation might well produce

behavioral norms so far from cultural expectancies as to pose real problems.

One of the tasks which late childhood imposes is that of learning the rules by which the age-mate society operates and of working out a way of belonging to a group and of establishing status within the group. One of the ways in which boys establish themselves is through athletic prowess.

Morality, at this stage, consists of knowing the rules and abiding by them. What we may be overlooking is the fact that varying codes of such morality may be developed within the frame of reference of the child's world; as parents, we may need to have a part in this development. This we can do, in collaboration with school and church, by setting up many ways of status-gaining for children, all of which can be regarded as valuable. One of these devices could well be that of providing athletic competition for children within limits which are sane and sound. To do so would mean the setting up of certain basic requirements calculated to safeguard the child as he participated.

Athletic competition implies that some restraint be placed upon physical demands made of immature bodies. Without sensible and scientifically based requirements, almost any sort of competition would be questionable. Safeguards must be established to prevent injury; this has been a vital point in the argument of those who frown upon any sort of athletic contests for late childhood, and it is a valid objection.

Once physical safeguards have been assured, the relative values placed upon winning or losing, upon team play as against individual achievement, and upon knowing, subscribing to, and complying with established rules must be clearly defined. There is reason to believe that certain rules can be set up by

team members, thus permitting the child to have a part in what happens to him; at the same time, the rules of the game itself can be one of the understandings by which the child becomes cognizant of the adult world. It is not difficult to establish areas in which each participant can become proficient; it is not necessary for him to excel in every area to be able to establish himself as a valuable member of the group.

Finally, opportunities for self development must be provided. To ignore the differences in ability of different children is often to insult their intelligence. If those charged with the welfare of any group of children can see the value attached to worthiness in the mind of the child, then any failure to perform as a star on the field can have its compensation in the ability to be "one of the best sports" on the team or the fellow who, along with others so chosen, "tries hardest." James Ramsey Ullman, in his *Winning's Way*, expresses the idea in the umpire's decision after a game of softball played by Indo-Chinese natives. The umpire, an American doctor, recognizing the value of status and face-saving, ruled on the outcome of the unskillful contest:

"The Gaspos won the batting," he announced. "The Sokeraties won the fielding." The crowd dispersed happily.

This is not to say that a home run will not have more value than an award for good sportsmanship. It is to say that each child should have an opportunity for success.

Even Little League teams have been operated in such a way as to protect children in the manner above outlined. Additional teams are organized if the demand warrants; every official is a parent; players may be dropped only by their own request; each player is, by consent of managers, played at least every other game; and other safeguards

are in effect. Much remains to be done in the matter; it is believed that ignoring the problem of children's transferring from adult to peer oriented identification cannot be justified; it is further believed that parents have a place in the

transfer, and that sensible adaptation of the idea of competition being fun and being a part of the process of growing up can aid such transfer being achieved with a minimum of trauma to both child and parent.

Competitive Athletics for My Son?

By LEWIS A. HESS

BILL. MY SON, AT ELEVEN YEARS OF AGE, is a quite typical pre-adolescent. Like other boys of his group, he is restless and finds adult relationships difficult. He prefers to conform to the standards of the group or gang, rather than to the patterns, suggestions, and admonitions of his parents.

At all periods in the growth and development of my son, I find it important to consider his readiness for the types of experience confronting him. For best learning, it is necessary to establish a proper relationship between his capacities and the tasks to be performed. Just as children through the process of maturation reach stages of readiness to walk, to read, and to do arithmetic computation, so also are there stages of readiness for learning game and sports skills and participation in organized competitive athletics.

Developmental factors associated with age are related to capacity to learn and perform many motor activities. Body build, height, weight, endurance, muscular strength, flexibility and speed of reaction are related to each child's ability to learn sports skills. Consequently, these factors along with the desire to learn, willingness to try, and the like, should be considered in a boy's readiness to attack the highly organized athletic activities. Though he may be the same age as other members of his group, and may be in the same school grade, he

is not ready in terms of maturation for competitive athletics just as is the case with most boys in his school class.

For all but the few unusual pre-adolescent children, the organized inter-school, intercommunity, state and regional competition in sports does not meet their needs and true interests. Play represents a child's way of learning. It is an essential in the process of growing up. Through play, children experiment with and discover life. They actually use play to relieve some of their fears and conflicts. Their restlessness demands activity. Their level of growth and development makes possible the achievement of a great variety of skills.

At this pre-adolescent period of development, most children are able to attack sports skills in an unselfconscious manner. As they grow older, they become increasingly aware of themselves as persons, their relationships with others, and the expectations of parents, teachers, and others who guide, supervise, and organize their activities. This increasing self-consciousness causes them to concentrate their interests where their performance commands favorable attention.

Because of the lack of self-consciousness in the eight to eleven or twelve-year-old, this is a golden period for learning. Research indicates that play interests are at a maximum in variety at from eight to about eleven years of age. If, at this

point, we concentrate the child's efforts in a limited number of highly organized, competitive sports activities, we run the risk of cheating him of the opportunity to learn a multitude of games and sport skills. Children at this age should be guided and encouraged to learn and carry on a great variety of activities in which they have an opportunity to try out and discover skills which will later on develop strong, satisfying interests.

Generally, there is a reciprocal relation between interests and skills; however, it does not necessarily hold that strong interest guarantees a high degree of skill. This again points up the advisability of a great variety of skill-learning activities during the pre-adolescent period so that a child may find a number of activities which will carry over to adolescent and post-adolescent years. If too much emphasis is placed upon making the team, and the team competition becomes the measuring stick of sports success, then many children will withdraw from sports activity because they do not gain satisfaction or approval through poor performance skill.

It is generally recognized that probably the single most important factor in achieving group status, or group approval, is a boy's skill to perform. This is particularly true during the pre-adolescent period. We must remember also that though a child may not master a skill quickly, this does not conclude that his ultimate level of performance of that skill will not be highly proficient. Let's not discourage the slower learner by making the organized team the goal.

Competition is a well-established and healthy aspect of our way of life. We are, for the most part, competitive animals with a desire to excel. Children like competition and benefit from it, but competition can degenerate into anxiety, selfishness, dishonesty, and other perso-

nality problems. We must not lose sight of the fact that children compete for the sake of play, for the fun of playing.

Invariably, adult-imposed standards give rise to the problems of children's athletic competition. There is nothing inherently wrong with the sports themselves. The artificial stimuli brought about by highly organized leagues, schedules, travel, championships, tournaments, newspaper publicity, awards, and rewards, too often lead to a false sense of values. Excessive parental interest, adult direction, and pressure to win have a tendency to inflate the activity out of proportion to its importance in the over-all educational program. Our children should not be competing for the benefit of their parents' ego, nor should they be under the pressure of meeting expectations beyond their maturity.

Let us make possible adequate sports competition for all children, based on their developmental needs and interests, on an intramural, neighborhood, or community basis, with intelligent leadership and supervision. I want Bill to compete when he is ready, and at his own level of skill. When he is ready, he will rapidly catch up, as his learning will be in line with his maturation.



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"One thing's for sure, friend—it ain't the living it was before Little League baseball!"

Make It With and For Children

One of a series of articles from material collected by members of the Make It With and For Children Committee of ACEI, Adele Rudolph (Philadelphia), chairman.

The Child— The Curriculum— The World of Materials

A World To Know

Beautiful, wonderful sights to see
And wonderful sounds to hear;
The world is a place for a seeing eye
And a place for a listening ear.

Puppies and lambs and kittens to touch!
Satins and silks to feel!
Sugar and salt and honey to taste!
Fragrant fruits to peel!

Beautiful, wonderful, pleasant world!
And a child who would know it well
Has everything to see and hear,
To touch and taste and smell.*

By JAMES S. TIPPETT

Perhaps, more clearly stated than in the books on educational theory and method and practice, we may find in this delightful poem of James S. Tippet the challenge of a dynamic philosophy of education at its best with all of the implications for a curriculum which begins with the child and his persistent inner drives to find out about his world. The world is the child's learning laboratory and only to the extent that the school makes use of the natural and the man-made sources of this wider classroom can it expect to help the curious grasping learner to integrate his findings into a meaningful whole. In this greater classroom the child makes use of and changes the materials he finds to suit his purposes. He digs, he whittles, he hammers, he stirs, he climbs, he pushes, he pulls, he molds, with tools of his own contriving; and, until he is helped to find better ways of accomplishing the results he wishes, he is satisfied.

It is the unique challenge of the school to help the child find and use tools and materials that will best fit his purpose. It is the teacher who lives with him day by day who sees these purposes forming, this

* From *A World To Know* by James S. Tippet. Copyright 1933, Harper and Brothers.

curriculum evolving, and who is therefore best fitted to help him operate efficiently and effectively with resources available to him. It is he who must help the child make choices.

As the teacher watches children working out their plans, he gains insights into their needs, their strengths, and their weaknesses. Susan needs to find more satisfying ways of gaining group approval. John needs more skill in handling a saw. Katherine needs more courage to try things out. Harry really knows how to take care of tools; he will be a big help in teaching the others the care of tools. Grace needs to be helped to finish a job. Ann needs more challenging reading sources. Peter needs more experience with measuring. *Each has his own special needs.*

The group, too, needs help. As the teacher watches, he asks himself many searching questions. Is the group that is engaged in studying Colonial life too easily satisfied with a smattering of information? Do they need more knowledge before the Colonial dramatization can be satisfactorily completed? Do they need more time to experiment—to make paper, to weave cloth, to dip candles, to grind corn, to make sugar—in order to understand how these people provided themselves with necessities? Is there a “You may touch” museum nearby where they can actually handle Colonial materials, where they may don Colonial costumes and play Colonial life? Is there a museum teacher who will explain what they find and help them to interpret? When they return to the classroom do their plans show that they have grown in ability to interpret Colonial life? Was the group ready for a study of this culture? Perhaps it would be better to experiment with this study at a later time. As he evaluates what is happening to his children, the teacher, too, is growing.

As the child works with materials and tools made accessible to him, he follows man's unique contribution in transforming materials to provide food, shelter, clothing, utensils and containers, tools and instruments, means of communication and of recording ideas, transportation, and machines for carrying on work. He identifies himself with the work and workers of the world. He begins to understand that the present has been a long, long time becoming.

The teacher who is concerned that the child grow in understanding his world and in ability to live successfully with and in it, will help him to set up more and more worth-while purposes. As the child moves on through the elementary school, the teacher will note a steady progress in maturity of purposing:

- to make something that he wants for himself
- to discover how things work

- realizing that the class has a need, to do something about meeting that need
- to accept responsibility for providing another class with a much needed article
- to put his information and ideas into tangible form in order to share with others
- to experiment in materials to find out the answers to his questions.

He will help the child to plan how best to fulfill these purposes and to evaluate the process and the end product by providing much opportunity for:

- thinking and planning, doing and evaluating
- contributing and sharing ideas, materials, know-how
- taking responsibility and showing initiative
- enriching developing concepts
- purposeful research—reading in many areas; interviewing people, visiting stores, museums, and factories; listening to records—for furthering their project
- experiencing real satisfaction in personal and group achievement
- developing interests that will lead to worth-while activity in out-of-school time.

Real growth can come about only in a classroom rich in opportunities for purposeful “doing,” in a classroom where children and teacher together plumb all sources within their capacity to handle, to find the answers to their searching questions. In such a classroom the teacher’s planning begins with the child. He sees in the child’s groping questions, in his floundering experimentation, responsibility for helping him

- to understand the ideas he is groping with
- to use the materials in his environment
- to work with people and to understand that he is dependent on them and they on him
- to learn that the things of today have come out of the past and will influence the future
- to appreciate the people and work of other cultures.

Outside the doors of the classroom the child’s curriculum is rich in learning opportunities. He is forever trying out materials, discovering new ways of doing things, organizing his findings and using them again to direct his new experiences. He uses every source available to reach the end he desires. Surely the classroom will not let him down when he enters its doors. Surely those who plan his curriculum will endeavor to keep alive his insatiable curiosity, his urge to experiment. Surely they will understand that, if they meet him “head on,” school will be an exciting venture for all who have a part in it.

—LAURA HOOPER, Illman-Carter Unit,
University of Pennsylvania, Philadelphia.

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NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New Branch

Pueblo County Association for Childhood Education, Colorado

New Life Member

Helen Heffernan, Sacramento, California
The California Association for Childhood Education presented Miss Heffernan with a Life Membership in the ACEI, thus honoring their fellow Californian for the service she has performed for children.

ACEI Headquarters Building Fund

The gifts to the Building Fund this month total \$105, thus bringing the total Fund to \$15,884.16.

Changes

The appointment of *Frances Mayfarth* as President of Wheelock College, Boston, Massachusetts, has been announced by the Board of Trustees. Mrs. Mayfarth will take office in July 1955, upon the retirement of Winifred E. Bain, who has been President for the past 15 years.



Frances Mayfarth

Previous to her present position as Professor of Education at New York University, Mrs. Mayfarth was, from 1934 to 1950, Editor of *CHILDHOOD EDUCATION* and other ACEI publications. Mrs. Mayfarth is a graduate of James Milliken University, Decatur, Illinois, and holds her A.M. and Ed.D. degrees from Columbia University.

The appointment of *Mildred Sandison Fenner* as Editor of the *National Education Association Journal* has been announced. Mrs. Fenner has for a number of years

served as Managing Editor of the *Journal*. As Editor, she assumes the position left vacant by the retirement of Joy Elmer Morgan.

Robert Leeper has been appointed Editor of *Educational Leadership*, the official journal of the Association for Supervision and Curriculum Development, a Department of the National Education Association. Mr. Leeper served as Associate Editor until his recent appointment to the Editorship.

Film Reviews

Last summer, the ACEI Executive Board reviewed the features carried in *CHILDHOOD EDUCATION* with a view to determining which ones were of greatest value to members and through which ones ACEI performed a service that was unique. Recognizing the difficulty in organizing the sources and collecting information about films, the Board concluded that the film review section of *CHILDHOOD EDUCATION* might be discontinued.

The need remained, however, to review films for and about children for the readers of the magazine, so it was agreed that new films be mentioned in the *News Here and There* column as they appeared or were brought to the attention of the ACEI Executive Board or Staff.

The three films commented upon below have been called to our attention recently, and many of you will find them of interest.

"And So They Grow"

A letter from Myra Woodruff brought news of *And So They Grow*, a 28-minute color film with narrative and some dialogue produced by The Play Schools Association and Campus Film Productions.

And So They Grow is a camera story showing interaction of leadership and play programming with nine-year-old boys and girls. It is a beautiful, colorful film. The children's voices carry clearly. A group of children are shown as they enter their play school on the first day—and the film follows them as they become acquainted with each other and their environment. Those viewing the film are left with the feeling that *here* is a teacher who knows how to guide indirectly but wisely.

The growing ability of the boys and girls to work in a group is well illustrated through their activities. *And So They Grow* will be

available through The Play Schools Association, 119 West 57th Street, New York 19.

"The Teacher"

A new film, produced by the Child Education Foundation, was reviewed recently at ACEI Headquarters. Entitled *The Teacher*, the film was planned originally as one of a series of television films depicting professional activities.

The Teacher deals specifically with the pre-service education of a teacher of young children. It traces her experiences during her four years at the Child Education Foundation.

"Design for Growing"

A member of ACEI Headquarters Staff recently previewed the film *Design for Growing*, which has been released for use in the United States. Originally produced for United States Information Service, it has already been shown in many countries overseas.

The film shows how the arts are being integrated with other features in the school program. Although the main setting is a public junior high school in Cleveland, Ohio, flash-backs picture something of the art curriculum in the kindergarten and elementary grades.

Design for Growing could well be used with parents as an example of an integrated art program. After the preview, your representative heard one viewer exclaim enthusiastically, "How delightful! I'd like to go to school again!!"

The film, 35 minutes in length, is effectively produced in color; the pictures of the children are lovely. *Design for Growing* may be obtained from United World Films, Government Film Dept., 1445 Park Ave. 5, N. Y.

Knowing Each Other Helps

In February, more than one hundred teachers from eleven different countries spent two days at the Office of Education in the United States Department of Health, Education and Welfare—evaluating for themselves their experiences of the last six months, which they spent in educational centers in various parts of the United States. Their visit to the United States was a part of the program of exchange of persons conducted through inter-governmental cooperation. Participants in the program traveled in groups of eight to ten, most groups composed of at least four or five dif-

ferent nationalities. They visited college and university centers and worked as a team.

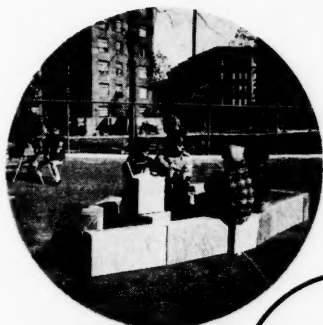
The comments of these exchange visitors regarding their personal experiences and their new and enlarged understanding of education in the United States were interesting and varied. Some spoke of being entertained too much, of having to speak to too many groups, of being "talked to" and "looked at." In nearly every case, however, they counted among their richest experiences their opportunity to know Americans as individuals. Repeatedly—almost unanimously—they expressed their profound appreciation for the learning experience in international understanding afforded them—one that is possible only when individuals can meet and know each other.

This new-found idea was not that of simply "liking Americans," but became a feeling of "one-ness" with the other people of the world. A striking example of this was expressed by a young man who found himself a member of a team including two people from a country for generations at war with his own. He said, "You know, I had some very bad days at first. I wanted to go home, but the others insisted that I talk with them about my resentment. I soon realized that these people to whom I was talking were children during the war and were no more responsible for what happened between our countries than I. These people I could not hate—because they had done me no wrong."

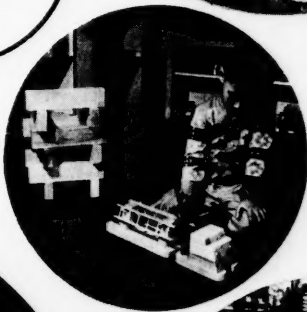
Another told of his first opportunity to stay in a home in the Western world. He said, "Now I know what it is to be a member of an American family. When you first visit a home, you sit in the parlor and wait for supper to be served: it is the best the family has. The second time, you have what the family would be eating if you were not there. The third time, you sit in the kitchen to eat—and you get to wash the dishes! I was proud to be a member of an American family!"

White House Conference on Education

ACEI was one of approximately twenty organizations with broad educational interests who were invited to send representatives to meet with Margaret Hickey, a member of the President's Committee for the White House Conference on Education. Advice was sought concerning provision for national organizations in the White House Conference.



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Books for Children . . .

Editor, CHRISTINE B. GILBERT

THE THANKSGIVING STORY. By Alice Dalglish. Illustrated by Helen Sewell. New York: Scribner, 597 5th Ave., 1954. Unp. \$2.50. For years we have desperately needed a good story on the origin of Thanksgiving which would be suitable for young readers, ages five to eight. Miss Dalglish has filled this need by giving us a simple, yet effective story of the Pilgrims' settlement and of their gathering to give thanks, which has now become our traditional Thanksgiving celebration. The illustrations in full color are in keeping with the character of the sturdy pioneer folk. This will be a volume to add to all school and public library collections.

MAN UNDER WATER. Written and illustrated by Henry Billings. New York: Viking, 18 E. 48th St., 1954. Pp. 189. \$3. The lure of water and of undersea life has long had a fascination for man, and the exploration of its depths has been a constant challenge to him. The search for ways and means to allow man to live and move beneath the surface of the sea makes thrilling reading for boys. The book includes information on all aspects of diving, from the days of the early pearl divers to the development of the modern atomic submarine. The black and white sketches are an important part of the book's asset. Ages: 10 to 16.

THE TWO CARS. By Ingri and Edgar Parin d'Aulaire. Garden City: Doubleday, 575 Madison Ave., 1955. Unp., \$1.50. The popularity of Virginia Burton's stories has proved how much children love stories of mechanical vehicles. The d'Aulaires have capitalized on this popularity and written a story of the race between two cars—a shiny new green one and an old red one. Unlike the fable of the tortoise and the hare, the old car did not win the race, but he did win something even better—commendation for his safe driving. The moral is obvious and the story will be satisfying to the four to seven-year-olds, for whom it is intended. The illustrations in color are humorous and almost cartoon-like at times.

WHO BUILT THE BRIDGE? A Picture Story by Norman Bate. New York: Scribner, 597 5th Ave., 1954. Unp. \$2.50. We have several books on bridges for children but few on the actual construction of the bridge. This simple, pictorial presentation of bridge building will do a great deal to satisfy the interest of children and contribute to their understanding of a modern engineering feat. Ages: 5 to 8.

TUNNELS. By Marie Halun Bloch. Drawings by Nelson Sears. New York: Coward-McCann, 210 Madison Ave., 1954. Pp. 95. \$2.75. This is a very complete story of the construction of tunnels and of the men who built them. Dangerous and difficult though tunneling may be, it is a romantic and interesting story when seen through the eyes of skillful tunnel men. The book is beautifully illustrated with photographs and charts. Ages: 8 to 12.

I'LL BE YOU AND YOU BE ME. By Ruth Krauss. Pictures by Maurice Sendak. New York: Harper, 49 E. 33rd St., 1954. Unp. \$1.75. All who remember the unusually imaginative *A Hole is to Dig* will be interested in Miss Krauss' new book which so aptly captures a child's feeling for his relationships to other people. Adults will treasure the revealing glimpses of young children, and children will appreciate the imaginative stimulus they will receive. Ages: 4 to 7.

THE COMPLETE BOOK OF HELICOPTERS. By D. N. Ahnstrom. Cleveland, Ohio: World Publishing Co., 2231 W. 110th St., 1954. Pp. 160. \$4.95. This is a nontechnical, highly readable account of the development of helicopters, how they work and how they are being used today. Most experts believe that the helicopter is just beginning to come into its own and that it is one of "man's most exciting inventions." The pictures are an important and exciting addition to the text. Boys, 10 to 16, who are lucky enough to get it out of their fathers' hands will enjoy reading it.

THE STORY OF THE KITE. By Harry Edward Neal. Illustrated by John Momen. New York: Vanguard, 424 Madison Ave., 1954. Pp. 61. \$2.75. Kites are more than toys and the way that they have been utilized down through the ages makes a fascinating

story. Kites were used as power to draw carriages, used in celebrations and games, used in the discovery of electricity, and today they are playing a role in scientific developments. The illustrations in color will serve to lure readers into a subject seldom treated in children's books. *Ages: 6-10.*

A LITTLE HOUSE OF YOUR OWN. By Beatrice Schenk de Regniers. Drawings by Irene Haas. New York: Harcourt, Brace, 383 Madison Ave., 1954. Unp. \$1.75. The value of this story lies in its instant appeal to children who dream of a secret place of their own. The privacy which children need and should have is beautifully demonstrated in this little picture book. "And this is the important thing to remember . . . Everyone has to have a little house of his own. Every boy has to have his own little house. Every girl should have a little house to herself. And one more thing is important too . . . When you are in your own little house no one should bother you. Everyone should leave you alone if you want to be alone." *Ages: 4 to 8.*

Bibliography

(Continued from page 430)

A GOOD DAY IN THE THIRD GRADE.

Same source at same price. Films show and explain good school practices.

Magazine Articles

Three general references were given: 1954-55 issues of *Childhood Education*; *Child Study*, 132 E. 74th St., New York, a quarterly publication; *The Two to Five World News*, 1225 Broadway, New York City, an eight page monthly publication.

"Too Young for School." By Arkansas Elementary School Council Committee. *Journal of Ark. Education*, 1500 W. 4th St., Little Rock. Reprints can be secured for a small fee. Helps parents understand things to be considered in a child's readiness to learn.

"So Much Living to be Done." *NEA Journal*, 1201-16th St., N.W., Washington, D. C. Feb. 1954. For discussion—or to help parents understand how the five-year-old progresses and what the daily experiences mean to him.



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Books for Adults . . .

Editors, Dept. of Education
NISTC, DeKalb, Illinois

SCHOOL AND CHILD. A Case History. By Cecil V. Millard. Lansing: Michigan State College Press, 1954. Pp. 221. \$3.75. *School and Child* describes the development of children between the ages of six and eleven. The author follows Gesell's plan of describing each age group, but in addition tells about a single child, Patricia, at each of these age levels. The child often deviates from the picture of the typical seven- or ten-year-old, while also resembling such a typical child in many respects. Thus we are able to see that no real child would be completely typical or "normal." We are also able to see Patricia change in the years from five to eleven.

The author has emphasized the ten- and eleven-year-old period, and is quite critical of the school's program during those years. One wonders why we know so little about Patricia's home and play experiences, even though the book is called *School and Child*. Surely neither the child's development nor her education could be well understood without knowing much more concerning these aspects of her living.—Reviewed by ELEANOR VOLBERDING.

EDUCATION THE CHILD'S WAY. By Dorothy H. White and Ina M. Metcalfe. Los Angeles: Tommy Manwell Publications, 1954. Pp. 87. \$2. This is an account and analysis of six block-play experiences of a first-grade class showing the children in various stages of group building and play during the year. The first four accounts show an intimate picture of how a teacher may work with a group during the first week of school to establish good habits of handling this play medium and good techniques for solving the problems that inevitably arise when children are working and playing together. The fifth and sixth accounts show the group at the middle and end of the year using a wealth of social studies information and rich concepts, all developed as a result of the needs which they felt during their play.

Most of the book is in the form of conversations between teacher and children and between children themselves, with helpful analyses of the reasons behind some of the

teacher's comments. The verbal guidance techniques demonstrated by the teacher in this book will probably be the most universally helpful aspect of the book to kindergarten and primary teachers. The free but planned approach is well illustrated here.

Few teachers will have the space, materials, and equipment to reproduce the activities described here, but creative teachers of primary children can get many ideas from this account for use of the materials and resources in their own environments. Few will agree with all of the procedures presented, but few can help but be stimulated to more democratic and exciting teaching by it. We are happy to recommend this book.—Reviewed by J. FRANCES HUEY.

GUIDING ARITHMETIC LEARNING. By John R. Clark and Laura K. Eads. Yonkers-on-Hudson: World Book Co., 1954. Pp. 280. \$3.50. This book explains basic arithmetical principles and relationships in simple terms that have meaning for teachers and pupils of the elementary grades. Many illustrations from classroom experience show how children can, step by step, acquire the understandings they need and how once they have learned these basic concepts they can use them in arithmetical reasoning. Throughout the book the emphasis is upon showing how a teacher can arrange a learning situation and guide a child's observation of that situation so that the child himself discovers the meanings and processes involved. The authors demonstrate how the exploration and discovery method although longer than the tell method is more effective.

Another favorable feature of the book is the discussion of variations to be expected in the learning of specific concepts and processes by slow, "average," and bright children. Some suggestions are made as to how to vary teaching methods to fit the types of learning abilities of such children in the same classroom.—Reviewed by IRENE FELTMAN.

TEACHING EVERY CHILD TO READ. By Kathleen B. Hester. New York: Harper, 49 E. 33rd St., 1955. Pp. 416. \$4. This book is, as the author points out, not "just another professional book." It has been written with the earnest desire to help the inexperienced teacher develop more effective ways in a reading program for children.

(Continued on page 454)

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Books for Adults

(Continued from page 452)

Since the material presented is based upon extensive research and upon the varied experiences of the author, teachers who have been in the classroom for many years may also find helpful, practical suggestions for use in their classrooms.—Reviewed by ESTHER WILLIAMS.

STAFF RELATIONS IN SCHOOL ADMINISTRATION. *Thirty-third Yearbook. Washington, D. C.: American Association of School Administrators, NEA, 1201-16th St., N.W., 1955. Pp. 470. \$5.* The Association again sustains its high standards in presenting an authoritative approach to a basic facet of American education.

Three types of administrative operation are presented: the chain of command, committees rampant, and shared responsibility.

In discussing personnel procedures, the authors outline the most promising approaches to such items as selection of personnel, salary policies, promotion of personnel, and evaluation of performance.

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The heart of the volume is the constructive approach to human motivation and the emphasis on constructive leadership and follow-ership. The creativeness of an effective teamwork between the various participants in the educative process is apparent to the reader.—Reviewed by MARTIN H. BARTELS.

GUIDANCE IN THE CURRICULUM. *Washington, D. C.: Association for Supervision and Curriculum Development, NEA, 1955. Pp. 231. \$3.75.* This is a rewarding and competent report. Its central thesis—that instruction is inseparable from guidance—is a highly significant one to good education. The idea is not new. Neither has it made much of a dent to date in patterns of school organization and teaching practice.

Searching for causes for this serious lag between theory and action, the authors hold that lack of communication and professional teamwork too frequently stem from vested interest in one discipline and an unwillingness to really work at understanding the contributions teachers, administrators, specialists, parents, community workers, and children themselves can make.

The teacher's responsibility for implementing the ideal of teamwork is fully handled, perhaps too fully. The report tends to be unnecessarily repetitious as if each one of the contributing authors were reluctant to trust any colleague to have made his point for him. Such tedium is one of the hazards of year-books. Readers will find, however, that careful attention has been given to the rich resources teachers have in studies of contemporary society, of the individual child as a learner, and of various subject matter fields to improvement of guidance in the classroom.

Illustrations throughout the book reflect concern for preventive and developmental guidance from kindergarten to high school. This unity is heart-warming to educators who have viewed with alarm the accumulation of books which treat "guidance" as though it were the special property of the elementary school, the high school, or the college. Here the tasks of determining objectives, selecting learning activities, and reinforcing one another's efforts in educating children and youth are viewed whole. It is a healthy document for school people to read.—Reviewed by NORMA R. LAW, Bureau of Child Development and Parent Education, State Department of Education, Albany, New York.

Among the Magazines . . .

Editors, Lucy Nulton and Teachers
P. K. Yonge School, Univ. of Fla., Gainesville

How shall we share what we all (scientists, teachers, doctors, parents, psychiatrists, authors, poets, musicians) know about children? Where do we who are concerned for children find these sharings?

As we have gone adventuring and exploring in the realms of magazines, searching for treasure to those concerned for children, we have come to recognize that there are certain magazines in which one is almost sure to find gold—sometimes, even diamonds.

The magazine one chooses depends upon whether one seeks at that moment professional articles, technical and research material, new insights into child and family living, or material which feeds the needs of adults for richer living through literature, art, music.

One thinks first of magazines of related professions, all concerned for wholesome child and family growth. At once there comes to mind *Child-Family Digest*, Lt. Gayle Aiken III Memorial Foundation, 5320 Danneel St., New Orleans 15, La. This is a "non-profit magazine, published monthly except July and August to serve all interested in children and family relationships. No advertising accepted." It is in reality more of a review than a digest, since it reprints in full many articles from a wide variety of sources. The Feb. 1955 issue includes 11 reprints, 10 excerpts and brief reports, two original papers, an interview, a book review, and one fascinating long report, "The Natural History of a Crime and a Rejuvenation," by Irving Ben Cooper.

The most compact, stimulating, practical and delightful 8 pages in print must be *The 2 to 5 World News*, monthly. The 2 to 5 World, Inc., 1225 Broadway, New York City 1. It has a distinguished advisory board, many of whom are ACEI members. Its purpose: "authoritative articles and dependable digests for all concerned with early childhood education and family relationships." Regular topics include: "What's of Interest in the Book World," "What's of Interest in the Toy World," "The Pediatrician Says," "Thoughts for Good Mental Health," "Children's Inter-

ests and Needs," "Learning Through Doing," and previews of articles in popular magazines, "In Next Month's Magazines." (A feature to which this committee takes off its hat and asks, "How do you get them?")

Child Study, Child Study Association of America, 132 E. 74 St., New York 21, and *Understanding the Child*, National Association for Mental Health, 1790 Broadway, New York 19, are both proven values to those who would be of help to children. We have mentioned both repeatedly. There is also *Bulletin of the Institute of Child Study*, 45 Walmer Road, Toronto, Ontario, Canada.

Of value, soundness, and repute are *Social Casework*, Family Service Association of America, 192 Lexington Ave., New York 16, and *Journal of Educational Sociology*, Payne Educational Sociology Foundation, Inc., 157 W. 13 St., New York 11. One recalls particularly, in the May 1954 issue of the latter, "Childhood as a Preparation for Delinquency," by Rich, in which occur, "The child needs to know he is the wanted child as well as a wanted child." "The child needs to become less and less dependent upon others, more and more dependent upon himself." "Too much value is placed upon the nuisance value of a child's behavior."

Don't stop searching for treasure until you have discovered the *American Journal of Orthopsychiatry*, quarterly. Note its subtitle: *A Journal of Human Behavior*, American Orthopsychiatric Association, 1790 Broadway, New York 19. One could review a whole volume, but don't overlook, "The Defense Mechanisms of a Six Year Old," Murphy, in Jan. 1954, or "Follow Up Studies of Shy, Withdrawn Children," by Morris, Soroker, and Burruss, Oct. 1954. Perhaps there might be some value in allowing the shy child to develop with less aggressive "drawing-out" on our part. The report of the round table on "Contemporary Concepts of Learning" in this issue does not limit concepts to those held by one professional group.

Among the popular magazines we have discovered that there is frequently a piece of fiction which delicately interprets some aspect of a child's living in *Mademoiselle*, Street and Smith Pub. Co., 575 Madison Ave., New York 22, while *Charm*, of the same address, announced some months ago an interest in fiction pertaining to children. Both these magazines print fiction of sensitivity and literary

(Continued on next page)

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David W. Armstrong

National Director, Boys' Clubs of America

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QUESTIONS PARENTS ASK

James Lee Ellenwood

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One of America's best known speakers and writers on the home and family deals directly and constructively with thirty-nine major areas and problems in parent-child relationships. In this informative, reassuring, highly readable book, the author provides searching questions and answers in such matters of constant concern as: Discipline, noise, fighting, lying, profanity, drinking, smoking; Initiative, responsibility, character formation; School, and interest in schooling; Sex information and sources of sex education; Vocational guidance; and many others focussed directly upon problems within the home. (May 2) **\$2.50**

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Among the Magazines

(Continued from page 455)

quality. Those pieces in *Mademoiselle* have been particularly sensitive to the feelings of young children and to their involvement in the adult world.

McCall's regularly features a pictorial-essay concerning life in one family as well as intermittent articles and some outstanding fiction. Our readers will recall Pearl Buck's "The Secret of Everything" in *McCall's*, Feb. 1954.

Woman's Home Companion, Crowell-Collier Co., 200 W. High St., Springfield, Ohio, has long had a department "Better Babies and Children." Its consultant is Dr. Milton J. E. Senn, Director of the Child Study Center at Yale University. Another regular feature is Dr. Mace's "Help for Love and Marriage." In the Feb. 1955 issue are two articles of note: "What I Tell Teen-Agers About Love, Sex, and Marriage," by Fannie B. J. Masten, and "Our Handicapped Babies — Surgeons Can Help Them," by Dr. Wilkes.

The March 1955 issue of *Ladies' Home Journal*, Curtis Pub. Co., Independence Square, Philadelphia 5, is an outstandingly fine example of this magazine's interest in what concerns children. One attractive article which is a little different from anything else to be found is by a father, an ex-prize fighter and barroom manager, whose friends made fun of him because he cared for his baby, even to the point of diapering and feeding. This issue features a picture-essay, "My Sons Live on Misery Street," by G. M. White and Joseph DiPietro; "The Child Nobody Cares About," by Beatrice Blackmar Gould, followed by a report of a panel discussion on broken homes in which is asked "Who is society?" There is also an article on school lunches. One cannot consider this magazine without being reminded of the story, some issues ago, by Godden, "Down Under the Thames," where the very young child so typically flushed her frustrations "down under the Thames."

Good Housekeeping, Hearst Magazines, Inc., 250 W. 55 St., New York 19, carries a monthly feature, "The Children's Center," discussions by an M.D.

Better Homes and Gardens, Meredith Pub. Co., Des Moines, Iowa, has a section devoted to "Children and Parents." In the Feb. 1955 issue it has two articles: "Our Children Like to Go to Bed" and "Discipline."

Then there are the magazines known in our idiom as "the grocery store magazines." We have occasionally mentioned *Woman's Day*, *Woman's Day*, Inc., 19 W. 44 St., New York 36, for its brief but charming articles such as McNulty's, "The 4:30 Parade."

Family Circle, Family Circle, Inc., Raymond Commerce Bldg., Newark 2, has one section for parents, "Your Children and You;" from two to six articles each month by parents, teachers, and recognized authorities on subjects relating to children. Recent titles: "A Den Mother Looks at Cub Scouting," "Junior Money Sense Pays Off," "Will Your Child Succeed At School?" Well worth 5¢ to parent or teacher as a source of picture material for children.

Some of us always turn first to the literary magazines. *Harper's*, Harper and Brothers, 49 E. 33 St., New York 16, for travel, what's happening in the world, problems of education, verse, new books, recordings, and "The Easy Chair"; now and then a very intuitive piece of fiction about a child.

Saturday Review, Saturday Review, Inc., 25 W. 45 St., New York 36, for new books (children's and adults'), delightful cartoons, oc-

casional articles which savor of psychiatry, education, and child life.

Those concerned for children find food for growth, literary treasure, and professional stimulation in the *Atlantic*, The Atlantic Monthly, 8 Arlington St., Boston. Its series of articles concerning schools and those examining democracy have been particularly worthy. In Feb. 1955 are Lippmann's, "The Decline of Western Democracy," and Roger's, "Textbooks Under Fire."

If you want to laugh until you weep and then sober off with a realization that you have just experienced very fine writing plus very sensitive human understanding, read "Helen," by John Masters (*Atlantic*, Jan. 1955), an account from a nine-year-old boy's viewpoint of his brother's (a 12-year-old) suddenly unexplainable behavior in relation to Helen, frogs, a birthday party, and his gang.

As one of our members said when planning together, "There's no excuse for anybody not reading about children nowadays." "No," came a reply, "Even the pulps are beginning to feature articles about childhood. Look at the *Blue Book*." (McCall Corp., 230 Park Ave., New York 17.)

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Bulletins and Pamphlets

Editor, JAMES KNIGHT

A BUSINESSMAN LOOKS AT EDUCATION. By Howard Henderson. New York: Public Affairs Pamphlets, 22 E. 18th St., 1954. Pp. 28. 25¢. This pamphlet gives a perspective for thinking about education and some simple suggestions for making it more effective. Education is presented as a lifelong process. Its method should be "do as you wish others would," rather than "do as you are told," or "do as you wish." The Three R's become increasingly important. A Fourth R, the responsibility of each person to respect the rights of others is recommended to implement them.

The ideas presented are documented by reports from the schools as far back as 1885 and from business and industry as of 1923. The warning is given that it is not a sure-fire way to improve education at the preschool, school, or after-school level, but a long-term job that can be done by parents and children, teachers

and pupils, employers and employees working together. A bibliography of 15 titles is appended for the reader who wishes to enrich his background.—J. K.

OLYMPIC COLLEGE PARENT EDUCATION PROGRAM. *A Playgroup Handbook for Parents and Leaders.* By Lovisa C. Wagoner. Bremerton, Wash.: Olympic College Bookstore, 1954. Pp. 137. \$1.50. This manual should be of interest to parents who want to initiate playgroups, to groups of parents who want to form or improve playgroups already under way, and to leaders or potential leaders of such groups. It shows how playgroups are valuable to children, gives an historical background of the playgroup movement, and lists various kinds of playgroups. Financing playgroups is discussed and some legal advice is given with reference to insurance, liability, and tax exemption.

Numerous forms are shown for recording information about children, their health and their habits. Details are presented with reference to space needed, and to furniture, equipment, and activities suited to children

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THIRD SERIES (3 vinylite plastic records—12 rhythms) Green Label. \$4.50 per set postpaid: Dog Walk, Yankee Doodle Polka, Dixie Hoe Down, Leap the Puddles, Snowflakes and Skating, Cat Walk, I Can Do Better Than That, Bubble Song, Oh Come Little Children Come! God Made the World So Beautiful, Sowing Ev'ry Day, Hi Ho!

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of various age levels. Stress is laid on making the playgroup furnish satisfying and appropriate learning experiences for the children.

An appendix of 24 pages covers (1) by-laws, (2) suggestions for the first day, (3) how to observe children, (4) communicable disease, (5) workable schedules, (6) finger plays, (7) recordings, and (8) bibliographies.—J. K.

LITTLE LEAGUE—MENACE OR BLESSING?

By Ben Solomon. Putnam Valley, N.Y.: Youth Service, Inc., 1954. Pp. 22. 50¢.

The editor of *Youth Leaders Digest* presents the matter of Little League in "a pro and con analysis," although there is evidently a strong tendency, not always successfully resisted, to lean in the direction of the "con." Almost twelve pages are presented in the case against Little League, and approximately four pages are used to set forth the case for the organization.

A close examination is made of the effect which participation in highly organized competition can have upon a child of 8 to 12 years of age. Both physical and emotional impact are regarded as excessively traumatic.

Suggested changes are presented. In the words of the author, these changes might make it possible "to retain the values of Little League while yet avoiding its hazards." The analysis presents much that should be of concern to parents, teachers, and youth-serving agencies throughout the country.—Reviewed by A. C. MURPHY, Division of Extension, University of Texas, Austin.

HOW CAN WE ADVERTISE SCHOOL NEEDS?

National Citizens Commission for the Public Schools. New York: 2 W. 45th St., 1954. Pp. 44. Single copies free.

In the face of a steadily expanding enrollment in our schools and a corresponding shortage of teachers and facilities, the National Citizens Commission for the Public Schools has realized that its two goals, (1) "To help Americans realize how important our public schools are to our expanding democracy," and (2) "To arouse in each community the intelligence and will to improve our schools" will require that the power of advertising be heavily invoked. Newspaper, radio, TV, and other media are employed in suggestions furnished by the Advertising Council.

This bulletin gives persons interested in (Continued on next page)

NEW THIS SPRING!

A CHILD DEVELOPMENT POINT OF VIEW

by JAMES L. HYMES, JR., *George Peabody College for Teachers*

A new text that presents child development research in meaningful and easily-understood terms. Common student questions are answered throughout the text, and many ideas are given to help the teacher make his job easier and better.

4 3/4" x 7" 160 pages Published March, 1955

BEHAVIOR AND MISBEHAVIOR: A Teacher's Guide To Action

by JAMES L. HYMES, JR., *George Peabody College for Teachers*

This new text shows your students how to teach discipline skillfully and effectively. Here are practical suggestions for handling unruly children, as well as methods for teaching that bring out the best in children.

4 3/4" x 7" 192 pages Published March, 1955

CHILDREN AND THE LANGUAGE ARTS

edited by VIRGIL E. HERRICK, *University of Wisconsin*, and LELAND B. JACOBS, *Columbia University*

This is the first time the thought and experience of recognized authorities in the language arts have been collected into one volume. Text covers all problems, helps pre-service and in-service teachers and administrators. Deals not only with day-to-day teaching problems, but also suggests directions to point a particular program.

5 1/2" x 8 3/8" 544 pages Published May, 1955

HUMAN RELATIONS IN TEACHING: The Dynamics of Helping Children Grow

by HOWARD LANE & MARY BEAU-CHAMP, *New York University*

This new text examines the quality, character and meaning of a child's life and shows how each child's life may be enriched at home and at school. Relationships between group and individual well-being are developed and every important point is illustrated with examples taken from actual classroom situations.

6" x 9" 384 pages Published April, 1955

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(Continued from page 459)

better schools an opportunity to examine materials and techniques used in acquainting the local community with its school needs. All material furnished is so organized as to facilitate its adaptation to the local situation. Best of all, if a campaign to publicize school needs is decided upon, free, professionally-prepared advertising materials are made available through the joint efforts of the U. S. Office of Education, the Commission, and the Advertising Council.—Reviewed by A. C. MURPHY.

THE WORKSHOP HANDBOOK. By Walter A. Anderson, Rollin P. Baldwin, and Mary Beauchamp. (Cooperative Program in Educational Administration, Middle Atlantic Region). New York: Bureau of Publications, Teachers College, Columbia University, 1953. Pp. 65. \$1. This handbook contains suggestions from the authors and selected school administrators for planning and conducting workshops. Examples of cooperative effort, both with and without the help of a university or college, toward school

improvement and continuous inservice work of teachers are given. Examples of university workshops are also presented.

Practical suggestions as to recognizing a need, planning, initiating, implementing, and evaluating workshops are numerous. Good workshop practice receives sound, practical treatment by the authors, along with suggestions for increasing lay participation and for following up the results of workshops. There are valuable discussions concerning formation of work groups and service committees, along with some treatment of group dynamics.

An annotated bibliography is appended. Forms are suggested for discussion flow charts illustrating participation, and sample forms for past meeting evaluations are included.—Reviewed by A. C. MURPHY.

FREE AND INEXPENSIVE LEARNING MATERIALS. Nashville, Tenn.: Division of Surveys and Field Services, George Peabody College for Teachers, 1954. Pp. 216.

\$1. Ranging from A to Y, this publication lists 304 subjects and free or inexpensive learning materials available. Teachers seeking interesting supplementary material to round out classroom experiences and broaden curricular offerings will find much in this booklet. The materials listed have been evaluated by the individuals preparing the booklet according to four criteria: (1) content, (2) timeliness of subject matter, (3) unbiased presentation of subject matter, and (4) format.

The edition lists 3,246 entries. Few of the entries cost more than 50 cents; of the total listing, 49 percent are new publications.—Reviewed by A. C. MURPHY.

SO YOU WANT TO START A PICTURE FILE. By Bruce Miller. Riverside, Calif.: Bruce Miller, Box 369, 1954. Pp. 28. 50¢.

The teacher who has wanted a collection of pictures at his disposal will find here information relative to sources of picture file materials, ways to process pictures for the files, and techniques of displaying pictures once the file is assembled. A source list of books, art reproductions, study prints, and supply houses and distributors should prove valuable.

This booklet supplements three other "source booklets," all relative to free and inexpensive teaching aids. Standards are suggested for selection of pictures, and *Do's* and *Don't's* are furnished.—Reviewed by A. C. MURPHY.

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Over the Editor's Desk

A Child Builds Meaning

One of our friends sent this story: "A kindergarten child came in one foggy day and said, 'Do you know the planes can't take off or land today because of the *frog*?' He followed this up with making a frog of clay (and a very good one). The teacher didn't say anything at the time. Later when the children were together on the rug she started a conversation on the kind of day—repeating again and again as the children mentioned it, the word *fog*. Then she led into the discussion of some of the work of the morning and showed the clay frog, saying the word distinctly. They talked of the frog, of his hunched back, his four legs. They named other things of four legs and then of two legs. She did an excellent job of helping the children get fog and frog without embarrassment to anyone."

Experience Changes Our Meanings

We expected to run a feature in this issue on how we get ideas of

other peoples and places and how these ideas change when we have had actual experience. We did not secure enough material for an article but wish to share this reply from Mohsen Kalantary, Tehran, Iran.

"Before I came to the United States I thought it was a place where every one had the opportunity to make money and become rich in a very short time without effort. I thought people worked only in huge industry. I thought that the American people were free to do anything that they wanted, and that they sometimes had to protect themselves from gangsters.

"These ideas came from the movies, some reading, and the news.

"During my stay in the United States I visited different states and saw the beautiful farms and improved agriculture. I became acquainted with American farmers, enjoyed his hospitality, his good manners, his education, and especially the democratic way of cooperation and self-confidence.

"I found that American people trust each other, and I think it is the key of progress of a great nation."

Return Engagement

In January this year, Springfield College, Springfield, Massachusetts, had a "return en-

gagement" for the elementary teachers who graduated in June 1954 and who are now teaching in other communities.

Ruth Cameron, associate professor of education, shared some of the ideas and questions which came from the meeting:

"How did you move into the newness of an unfamiliar experience which every teacher meets in the new beginnings? For teacher? For children?"

"How does the way you look at life itself give to you the verve of good teaching?"

"How do you *now* speak of discipline?"

"What do you think you have helped children to learn about themselves, about each other?"

"Are you coming to understand the hunger others have to express the best they know on the deepest level they feel?"

"What do you think you have contributed to others? Belief in themselves? Confidence in others?"

Next Year "Courage to Move Forward in Education" is the theme for the 1955-56 issues of CHILDHOOD EDUCATION.

This is being written before the final plans have been made during the ACEI Study Conference in Kansas City. However, the general topics for the issues have been chosen although the exact wording may be changed.

Beginning with "Recognizing the Symptoms of Our Times" and working through two issues on communication (opening the way, and channels) we will be ready for a close, thoughtful look at "What Are Levels?"

In response to many requests for help with the exceptional child, an issue on "Understanding the Individual" will contain help on differences and on normality.

"What a Child Values," "Children Learn Responsibility," and "When Does a Child Become Delinquent?" are topics dealing with deep concerns of readers.

To close the year "Release and Relief from Pressures" will deal with qualitative living with children.

News and Reviews will carry "News Notes" and review columns by continuing committees on "Books for Children" and "Among the Magazines." "Books for Adults" will be edited by Laura Zirbes; "Bulletins and Pamphlets" by Patsy Montague.

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